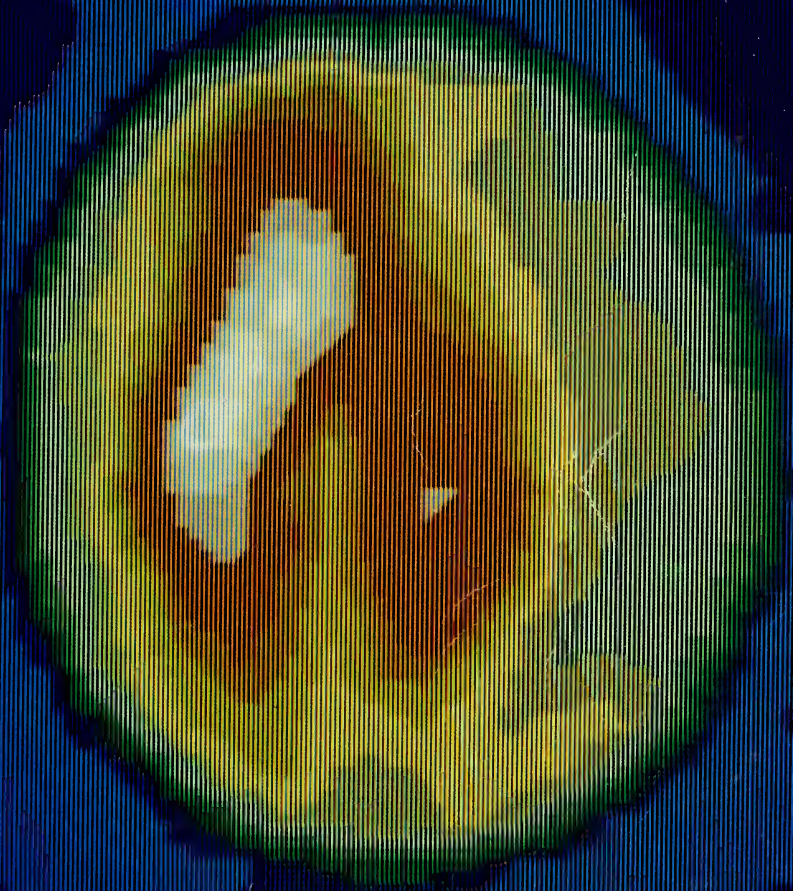


Medical College of Georgia



Catalog 79-81

A Supplement will be produced July 1, 1980

COMPUTER GENERATED IMAGE OF
THE HEART OF A PATIENT
SUSPECTED OF HAVING CORONARY
DISEASE

This is one frame from a motion picture made by a Nuclear Medicine technologist using a new technique developed jointly by Pediatric and Adult Cardiology and the department of Radiography.

A small amount of radioactive material is injected into the patient's vein while the patient is lying under a gamma scintillation camera. A series of images of the heart are made as the radioactivity passes through it.

These images are reconstructed by a computer into a motion picture which is then analyzed for abnormalities that reflect the location and extent of the coronary artery disease.

Medical College of Georgia

Catalog '79-81

The Medical College of Georgia **Catalog** is published by the Medical College of Georgia, 1120 Fifteenth Street, Augusta, Georgia 30912. Inquiries for further information should be addressed to the Registrar of the college or to offices specified in various sections of the **Catalog**. The Medical College of Georgia is accredited by the Southern Association of Colleges and Schools.

AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EDUCATIONAL INSTITUTION

The Medical College of Georgia is an affirmative action/equal opportunity educational institution in that no person shall, on the grounds of sex, race, color, creed, national origin, or handicap be excluded from participation in, or be otherwise subjected to discrimination in any educational program, activity, or facility.



Medical College of Georgia/Augusta

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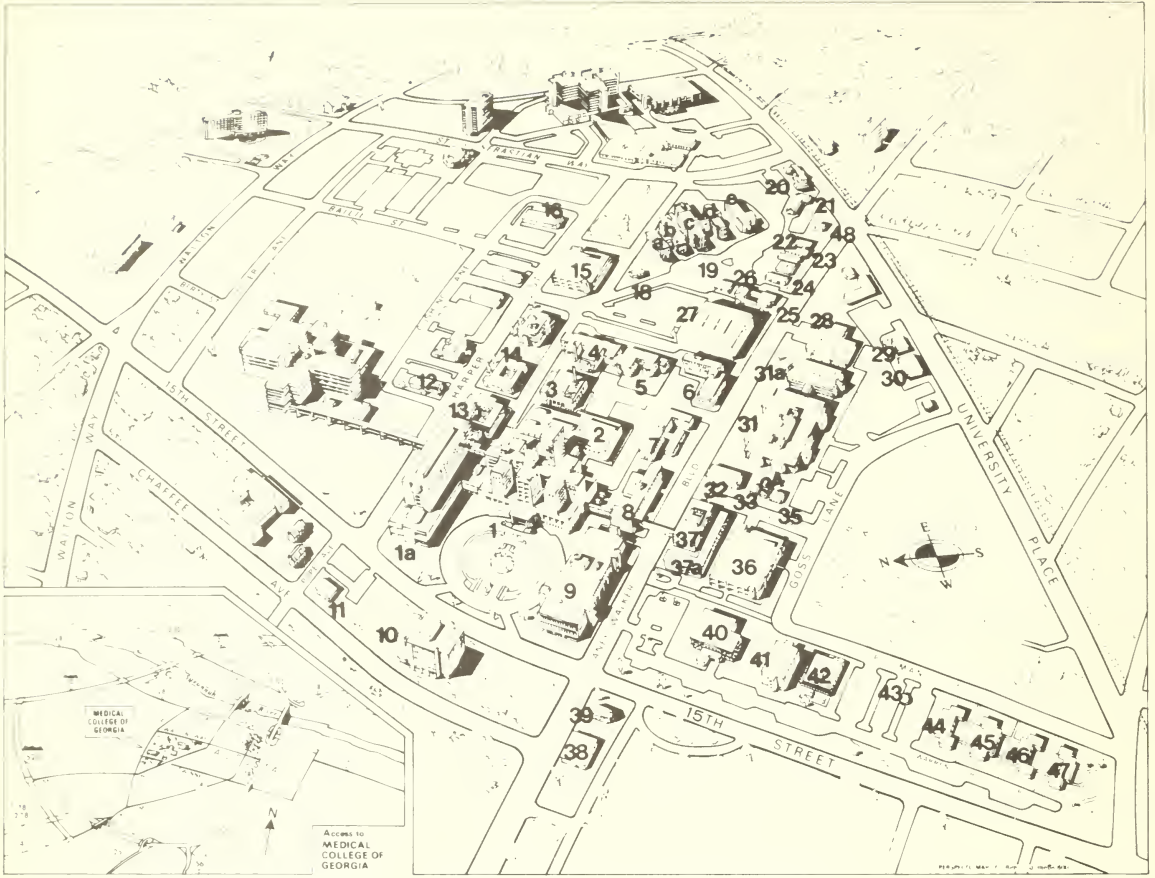
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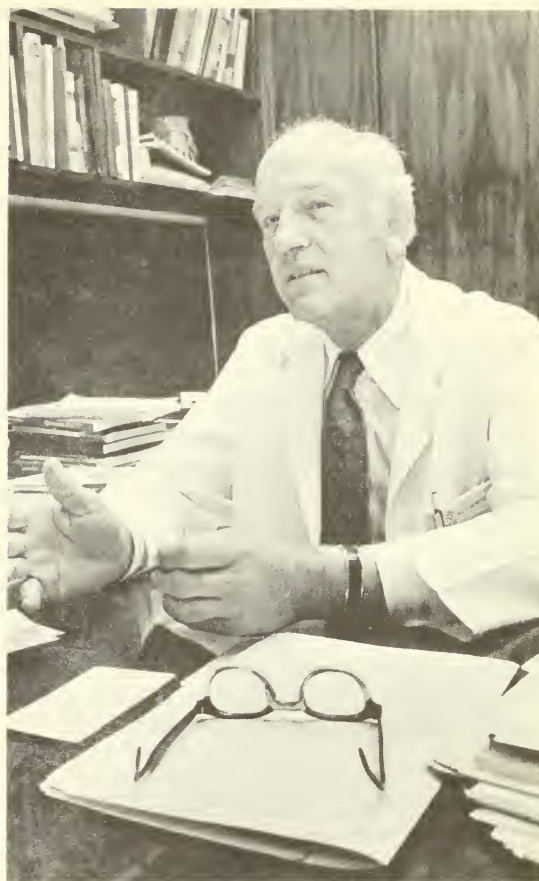
This edition of the Medical College of Georgia **Catalog** is intended to provide for you and for others interested in health education some essential information about Georgia's primary health sciences university. Designed for those already a part of our academic community as well as new and prospective students and faculty, the descriptive material will assist you in learning more about us — our character, heritage, objectives; our academic programs, distinguished faculty and our admissions and degree requirements and procedures to name just a few.

This **Catalog** also contains detailed descriptions of many of our courses of instruction and related information to assist those seeking a program that best meets their needs.

As you review this material, I hope you will better understand the importance and seriousness of our purpose here at the Medical College of Georgia; namely, to provide sound, comprehensive academic and clinical programs that will help our students become competent, qualified health professionals.

I have a great deal of personal pride in our institution and in our faculty and students. We shall continue to strive for a high degree of excellence in our educational programs, our research, and ultimately in our ability to provide better health care for all mankind. I invite you to join with us in this endeavor.

William H. Moretz, M.D.
President
Medical College of Georgia



Institutional Purposes

- To provide health education and training for prospective practitioners, scientists and educators at the undergraduate, graduate, postgraduate and continuing education levels.
- To promote scholarly inquiry in the biological sciences and provide leadership in the generation of basic knowledge of human biology in health and disease.
- To exercise leadership in the development of new educational approaches for the health professions and in the application of new knowledge and technology.

The Augusta Community

Augusta offers a wide spectrum of cultural, social and recreational activities. Located near the huge Clark Hill Reservoir, the area provides a spot for water skiing, swimming, boat racing, camping, and other outdoor

recreational activities. Augusta is famous for the Augusta National and the annual Masters Golf Tournament, the blue ribbon of all golfing events. Augusta has eleven other golf courses, in or near the city. In addition Augusta is located near Aiken, South Carolina, which has become a center for polo and other equestrian sports. The City is fortunate in having many associations dedicated to the performing and visual arts. Among these are the Augusta Opera Association, the only resident opera company in Georgia, The Augusta Ballet, an "Honor Company" nationally known for the high quality of its performances, The Augusta Players, The Augusta Children's Theatre, The Augusta Symphony, The Georgia Dance Theatre, and the Augusta Art Association. Films, speakers and special events also are often sponsored by both Augusta College and Paine College.

Augusta is one of the leading medical and paramedical centers of the Southeast and has a rapidly developing and diversified industrial community encompassing textile, food processing, chemicals, metal working, pulp and paper and paper related products. The area also offers good shopping opportunities;

recently enhanced by the addition of two enclosed malls — Regency Mall, which is the largest mall in the State of Georgia, consisting of one million square feet, and the 600,000 square feet Augusta Mall.

The Medical College of Georgia Student Government Association sponsors a full calendar of activities as well as providing tennis courts, a putting green, and indoor recreation (pool tables, ping pong, weight room, sauna, pottery room, dark room, etc.)

The University System

The University System of Georgia was established in 1931 when control and operational authority over state-aided schools of higher learning were vested in the Board of Regents, a constitutional body appointed by the Governor and approved by the Senate. There are fifteen Regents, all serving terms of seven years. Members of the Board are appointed from each of the state's Congressional Districts and the remainder from the state-at-large. The Regents select their own officers and appoint a chancellor as chief administrator of the University System. The system consists of 33 institutions including the Medical College of Georgia.

Degrees Offered

The following degrees and certificates are granted by the college through its schools:

School of Medicine

The Doctor of Medicine degree.

School of Dentistry

The Doctor of Dental Medicine degree.

School of Graduate Studies

The Doctor of Philosophy degree.

The Master of Science degree.

School of Nursing

The Master of Science in Nursing degree.

The Bachelor of Science in Nursing degree.

School of Allied Health Sciences

Associated Dental Sciences:

- Bachelor of Science degree in Dental Hygiene.
- Associate in Science degree in Dental Hygiene.
- Associate in Science degree in Dental Laboratory Technology.

Medical Record Administration—Bachelor of Science degree.

Medical Technology—Bachelor of Science degree.

Occupational Therapy—Bachelor of Science degree.

Physician's Assistants—Bachelor of Science degree.

Physical Therapy—Bachelor of Science degree.

Physical Therapist Assistant—Associate in Science degree.

Radiologic Technologies:

- Bachelor of Science degree in Radiologic Technology.
- Bachelor of Science degree in Nuclear Medicine Technology.
- Associate in Science degree in Radiologic Technology.
- Certificate in Nuclear Medicine Technology.
- Certificate in Radiation Therapy Technology.

Respiratory Therapy—Bachelor of Science degree.



Joint Degrees**School of Graduate Studies—School of Medicine.**

Doctor of Philosophy—Doctor of Medicine degree.

Master of Science—Doctor of Medicine degree.

School of Graduate Studies—School of Dentistry.

Master of Science in Oral Biology degree.

School of Graduate Studies—School of Allied Health Sciences.

Medical Illustration—Master of Science degree.

Master of Health Education degree.

A History of the Medical College of Georgia

The Medical College of Georgia in Augusta is the Health Sciences University of the University System of Georgia. In 1950 there was one school, the School of Medicine, founded in 1828. The School of Medicine is the eleventh oldest among existing medical schools in the United States. Today, there are four additional schools — Graduate Studies, founded in 1951, Nursing, moved to Augusta from Athens in 1956, Dentistry, founded in 1966, and Allied Health Sciences, founded in 1968.

The college has experienced rapid growth, particularly during the past quarter century. For example, in 30 years the campus physical plant has grown from just two buildings on little more than two acres of land to 59 buildings on approximately 78 acres of land today. And, construction or expansion of facilities planned over the next few years will continue that growth trend. Today, more than 4,500 faculty and staff personnel make the Medical College of Georgia Augusta's largest single employer, and student enrollment is projected to be 2,400 for Fall, 1979.

The beginnings of this medical center were somewhat less impressive than the present modern campus. The college was started in two borrowed rooms at the rear of Augusta's old City Hospital 149 years ago, with its assets consisting of little more than the vision of its founders. It was in those early years that Drs. Milton Antony, Joseph Adams Eve, Lewis D. Ford, and later L. A. Dugas and Paul Eve, with the support of many Augusta citizens, began building the rich heritage that the Medical College now enjoys.

In 1833, members of the first graduating class received their doctor of medicine degrees. There were four students in that graduating class. In 1978, the college graduated approximately 175 physicians, 60 dentists, 330 undergraduate and 100 graduate nurses, 20 biomedical scientists and 210 professionals trained in fields of allied health science. Additionally, MCG now provides graduate education for more than 325 interns and residents each year.

Even in the early days of the Medical College, changes came quickly. In 1835 the college moved into

its first permanent home at the corner of Telfair and Sixth streets in Augusta. This building, now called the Old Medical College and presently operated as a garden center, was vacated by the college in 1913, when the institution moved to its present mid-city campus consisting then of two buildings. Except for a brief interim during the Civil War, the Medical College has operated continuously since its founding.

From 1913 to 1950 the college experienced good times and bad. Faculty members as well as students were called to service in World Wars I and II. The college received varying accreditation ratings from the Council on Medical Education of the American Medical Association. There were fat years and there were lean years for State appropriations, and the depression did not spare the Medical College either. There were battles about the relocation of the college from Augusta to both Atlanta and Athens, and there were dynamic changes in curriculum. Also during this period, The University System of Georgia was established and the college celebrated its 100th anniversary.

In 1950 the Board of Regents of the University System made the Medical College an independent unit of the University System, and for the sixth time in 125 years the institution received a new name — Medical College of Georgia.

A vital resource of the Medical College's programs is its 600-bed teaching hospital, Talmadge Memorial Hospital, with the Virgil Sydenstricker Wing, and its various clinics. The founders of the college certainly could not have foreseen the rise of a great teaching hospital, as part of the MCG medical complex known today. Talmadge Memorial Hospital is the major referral center for the State; patients come to Augusta from throughout Georgia, and a dozen other states, because of Talmadge's rising reputation for the care of complex and difficult diseases. In 1978, for example, the hospital provided care for some 355 patients a day, and the college's medical and dental clinics recorded more than 225,000 outpatient visits during the year.

Neither could the founders have anticipated the honors and recognition that would mark the college's first century and a half of service to the cause of health care, health education and research on behalf of the people of Georgia. There was world-wide acclaim when Dr. Virgil Sydenstricker uncovered evidence that led to the conquest of pellagra. Dr. W. L. Moss, another MCG physician, was responsible for developing knowledge that led to the now familiar grouping of blood into three basic types. Still another Medical College of Georgia researcher, Dr. W. L. Hamilton, developed instruments and techniques which were vital forerunners of present-day open heart surgery.

Other research scientists in recent years have made important contributions to the world's knowledge of cancer, cardiovascular disease, sickle cell anemia; and

scored advances in freezing and preserving human organs, in surgical techniques, and in the use of new materials in place of bone in dentistry.

MCG's rapid growth and expansion program of the late 1950's and on through the 1960's to today is an indication that the college is sincere about fulfilling its mandate from the people of Georgia to provide the highest quality educational programs and health care available.

Facilities For Instruction

The college campus, situated in the approximate center of Augusta, is convenient to the downtown business district. The locations of the college's various facilities are shown on the campus map located in the front of this **Catalog**.

Research and Education Building

The Sanders Research and Education Building, with the William F. Hamilton wing, is a modern facility containing classrooms, basic science laboratories, faculty offices, one of the largest electron microscopy laboratories in the country, television services, and similar activities related to the instructional program. The Research and Education Building is the largest instructional building in the University System of Georgia, with about 350,000 square feet of floor space. The building is used primarily for research and instruction in the basic medical sciences.

Talmadge Memorial Hospital

The hospital is an integral part of the Medical College, contributing teaching and clinical research facilities for both faculty and students. It contains approximately 600 beds with supporting x-ray, laboratory, physical medicine, surgery and dietary facilities.

The clinical, teaching and research facilities are utilized for the benefit of students in Medicine, Nursing, Medical Record Administration, Medical Technology, Medical Illustration, Physical Therapy, Occupational Therapy, Radiologic Technologies, Physician Assistants, Respiratory Therapists and in the sciences basic to medicine and dentistry.

The addition of the new Sydenstricker Wing to the Talmadge Hospital enlarged the teaching hospital for the Medical College of Georgia and made it the third largest hospital in Georgia with about 750,000 square feet. One-third of the new wing is teaching space (faculty offices, classrooms, study labs and carrels) and the remaining two-thirds are for patient care. Many of the concepts of design and equipment provide students and patients with the most up-to-date environment for care and learning.



Outpatient Clinic Building

This modern three story facility, which is connected by a walkway with Talmadge Hospital, provides space for seven clinic areas, an outpatient pharmacy, and various administrative offices. Located immediately adjacent to the clinic building is an office facility containing fifty faculty offices.

The School of Dentistry Building

This facility is one of the most modern and effectively designed buildings for dental education in the United States. The building contains operatories, laboratories, clinics, classrooms, seminar rooms and faculty offices geared toward the clinical education of dental students and research in clinical dentistry and the basic dental sciences.

Library

The Library is a two-story building, a portion of which was completed in 1965, with the new addition to be completed in 1980. Circulation, interpretive ser-

vices, student reserve, collection development, computer assisted instruction, and audiovisual services are located on the first floor, as are the collections of reference materials, indexes and abstracts and recently received journals. The collections located on the second floor are bound journals, books, and rare books. Services connected with these collections, as well as interlibrary loan, are adjacent.

Individual carrels, small group study rooms, seminar rooms, and conference rooms are scattered throughout the building. Student lockers are available.

Approximately 1,557 periodicals and other serials are received annually. The book and journal holdings consist of more than 117,700 volumes.

Audiovisual services and facilities are available, offering both audiovisual materials and equipment for use by students and faculty, with assistance in their selection and use.

Sophisticated computerized bibliographic search services, including MEDLINE, are offered. Interlibrary loan is offered through a quick teletype connection to other libraries in the Southeast.

Computational Facilities

Faculty and students have access to a variety of modern computer systems and services. The Division of Systems and Computer Services supports hospital and college information systems on an IBM 370/148, which is also used for research and education and supports instructional systems for student registration, test scoring and grade reporting. Interactive and batch terminals provide access through the University System of Georgia Computer Network to a CDC Cyber 70/74 and two IBM 370/158 computers at the University of Georgia. The division also operates a Hewlett-Packard 2000 Access time-sharing system for use by the School of Medicine for computer-based education. In addition, several minicomputers are located in various research laboratories on campus. Division staff provide a full range of consultative and support services for faculty and staff wishing to make use of these facilities.

The Georgia War Veteran's Nursing Home

The GWNH is located adjacent to the main MCG campus and is administered under the auspices of the Medical College. The GWNH is a facility of the Veterans' Service Board of Georgia, a State agency. The home contains 192 beds for nursing home care with some in-house medical services provided through the Medical College of Georgia.

Other Facilities

Other facilities for classroom, laboratory and/or clinical instruction are the Murphey Building, Dugas Building, the Auditoria Center, and the Milton Antony Complex.

Administrative and service offices can be found in the School of Nursing Building, Faculty Pavilion (administrative offices), the Administration Building (offices for the president, provost, dean and associate deans of medicine, dean and associate dean of Allied Health Sciences, business affairs, registrar, academic admissions and institutional relations), and the Student Center (Student Affairs offices, Student Government office, Book Store, cafeteria, snack bar, and recreational facilities).

Additional clinics and offices are located in the Marks Building, the Perkins Building, the Endocrinology and Dermatology Building, the Protein Chemistry and Sickle Cell Center and the Children and Youth Project.

Major Affiliated Hospitals

The Medical College of Georgia has major affiliation agreements with the hospitals described below.

The Veterans Administration Medical Center

The VAMC consists of two divisions — the Uptown Division, formerly called the Lenwood Division, and the Downtown Division, which is scheduled to open in early 1980. This new 420 bed Downtown facility is adjacent to Talmadge Memorial Hospital with a connecting walkway allowing easy access. When completed, the Downtown Division facility will replace the old Forest Hills facility which will be closed.

The VAMC provides excellent facilities for the clinical training of MCG students and house staff. Full-time faculty supervise patient care and student educational programs in both required and elective areas. The VAMC is a member of the College Affiliated Hospitals Program.

University Hospital

This, the Richmond County hospital, has a long tradition of medical education. It is a modern, 750-bed facility immediately adjacent to MCG and is currently utilized for clinical education of MCG students. As a member of the College Affiliated Hospitals Program, the University Hospital provides house staff training in several medical specialties. A nucleus of full-time faculty at University Hospital working with private physicians and Talmadge Hospital staff provides the supervision and teaching program.

Georgia Regional Hospital

Georgia Regional is a State regional psychiatric hospital designed to treat children and adolescents, adults and geriatric patients. The hospital also has an alcohol and drug abuse unit. This modern, 300-bed hospital has affiliation with the MCG Medical School Psychiatry

Department and the Schools of Allied Health Sciences and Nursing to provide clinical training for students and medical residents. Non-psychiatric health care of Georgia Regional patients is also provided by the Medical College of Georgia.

Dwight David Eisenhower Army Medical Center

Eisenhower Medical Center is located at Fort Gordon, Georgia on the outskirts of Augusta, and is the major referral hospital for all armed services in the Southeastern United States. This modern facility was opened in 1976 and, when fully equipped, will have 760 beds. MCG students in medicine, dentistry, allied health sciences and nursing, under the direction of MCG faculty, utilize the clinical facilities of Eisenhower Medical Center for various educational programs.

Gracewood State School and Hospital

Gracewood is the State school and hospital for the mentally retarded, and is dedicated to nurturing the dignity, health and development of the mentally retarded who require residential care. The facility serves all age levels and provides broad services for care, treatment and training. The residential units accommodate an optimum of 1,000 residents. Students in medicine, dentistry, nursing and allied health sciences receive clinical training and/or provide care at Gracewood under the direction of resident faculty.

Other Major Affiliated Hospitals

The Medical College of Georgia maintains full-time faculty stationed in four hospitals in three of the larger cities of Georgia. These hospitals provide clinic training to medical students and expose the students to health care facilities, patients, problems and related experiences in these community hospitals which are remote from Augusta. Each participating hospital has had on-going programs in graduate level residencies and is committed to providing an educational program of quality.

The participating hospitals are:

- The Medical Center of Central Georgia in Macon
- The Memorial Medical Center in Savannah
- The Medical Center in Columbus
- St. Francis Hospital in Columbus

These and other hospitals throughout Georgia and other states have formal affiliation with various programs in the Schools of Allied Health Sciences and Nursing.

Admission Requirements

Admission requirements and application procedures, including information pertaining to application forms, personal interviews and pre-entrance testing,

are listed within each school's section of this Catalog. The most up-to-date information can be obtained by contacting the Office of Academic Admissions (programs in Allied Health Sciences and Nursing), the School of Graduate Studies (graduate programs except Nursing), or the Office of Student Affairs (medicine and dentistry).

The college is an affirmative action/equal opportunity educational institution in that no person shall, on the grounds of sex, race, color, creed, or national origin, or handicap be excluded from participation in, or be otherwise subjected to discrimination in any educational program, activity, or facility.

Transfer Credit

A maximum of 95 academic quarter hours from a junior college, or 145 hours from a senior college or other educational institution may be transferred into an undergraduate program. See the "Scholarship" statement under Graduation Requirements.

Courses and credits transferable to an undergraduate curriculum from other colleges or universities must have a grade point average acceptable to the college, but in no case less than a 2.00 overall. College credit will not be granted for remedial courses or other courses that are basically of secondary school level. Individual schools/programs may have higher standards for transfer credit, in which case the higher standards shall apply.

At the discretion of the appropriate academic dean, a student transferring into professional curricula from any institution may be required to have professional course work validated by standardized examinations in order to gain advanced standing and receive college credit for such course work. An application will not be considered from a student who is not in good standing at the institution he has attended previously, unless officials at the last institution attended recommend consideration of the application.

An applicant who wishes to transfer to the college must submit official transcripts from the registrar of all course work attempted at every institution of higher education at which he has ever enrolled. Transcripts sent by the applicant or transcripts without an official seal and registrar's signature will not be accepted.

The total number of hours that may be earned toward a degree by either extension or correspondence courses, or both, shall not exceed one-fourth of the total credit hours required for a degree. Credit from correspondence courses and/or extension courses are subject to validation to the satisfaction of the dean of the school concerned.

Any credit which is more than ten years old is subject to validation to the satisfaction of the dean of the school concerned. Credits from institutions that are not part of the University System of Georgia or are not

accredited by a regional accrediting association are subject to validation to the satisfaction of the dean of the school concerned.

Readmission of Former Students

Former students of the School of Allied Health Sciences or the School of Nursing who wish to return to the same program they previously attended may contact the Registrar concerning readmission procedures. All other former students seeking readmission should contact the appropriate admissions office.

College-Level Examination Program (CLEP)

The Medical College of Georgia may award credit to students who successfully pass this test in applicable academic fields, in accordance with the CLEP policy available in the registrar's office.

Transient Students

A student who has taken work in a college or university may apply for temporary registration at the Medical College of Georgia as a transient student. Such a student will ordinarily be one who expects to return to the college or university in which he or she was previously enrolled.

Since the Medical College's primary obligation is to its regularly enrolled students, MCG will consider the acceptance of transient students only when space is available. Specific application information for potential transient students is available from the MCG Office of Academic Admissions. Medical and dental courses are not available to transient students.

Enrollment of Persons 62 Years of Age or Older

Pursuant to the provisions of an amendment to the Georgia Constitution adopted on November 2, 1976, the Board of Regents has established the following rules with respect to enrollment of persons 62 years of age or older in units of the University System. Effective with the beginning of the 1977 Fall Quarter, to be eligible for enrollment under provisions of this amendment such persons:

1. Must be residents of Georgia, 62 years of age or older at the time of registration, and must present a birth certificate or other comparable written documentation of age to enable the registrar to determine eligibility.
2. May enroll as regular or auditing students in courses offered for resident credit on a "space available" basis without payment of fees, except for supplies, laboratory or shop fees.
3. Must in general meet all System and institution undergraduate or graduate admission requirements to include high school graduation, SAT scores, and Special Studies, if enrolling for credit. Institutions may exercise discretion in exceptional

cases where circumstances indicate that certain requirements such as high school graduation and SAT score requirements are inappropriate. In those instances involving discretionary admission, institutions will provide diagnostic methods to determine whether or not participation in Special Studies will be required prior to enrollment in regular credit courses. Reasonable prerequisites may be required in certain courses.

4. Will have all usual student and institutional records maintained; however, institutions **will not** report such students for budgetary purposes.
5. Must meet all System, Institution, and Legislated degree requirements such as Regents' Test, Major Area Exam and History and Constitution Instruction or Exams, if they are degree seeking students.
6. May not enroll in Dental, Medical, Veterinary, or Law Schools under the provisions of this policy. (Minutes, 1976-77, pp. 255-256, pp. 443-444)

Foreign Student Requirements

Foreign applicants to the Schools of Allied Health and Nursing must provide certain preliminary admissions information before a formal application can be considered. Scores on the Test of English as a Foreign Language (TOEFL — 500 minimum) and the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board must be submitted, together with an estimate of the total amount of money which the student can apply toward his education for the upcoming year. Address all inquiries to the Office of Academic Admissions, Administration Building — Room 170, Medical College of Georgia, Augusta, Georgia 30912. Foreign applicant information for the School of Graduate Studies is printed in the Graduate Studies section of this Catalog. Foreign students without U.S. permanent resident status are discouraged from applying to the Schools of Medicine and Dentistry.

General Education Courses

Augusta College, a sister institution within the University System of Georgia, has been designated to offer selected courses in general education for students registered at the Augusta campus, Medical College of Georgia. Credits and grades for such courses are accepted by the college directly from Augusta College as though the courses were taught on the MCG campus. The student must be registered at MCG while taking the courses, and all courses taken must receive advanced approval of the academic dean.

A similar arrangement exists for the School of Nursing, Athens (SONAT) students with the University of Georgia, and for the School of Nursing, Savannah Satellite (SAVSAT) students with the Savannah State College — Armstrong State College combined graduate program.

Academic Regulations

Units of Credit

The unit of credit is the quarter hour. A quarter hour equals 50 minutes of class work per week for one quarter, or its equivalent in other forms of instruction. Credit given for particular courses is as stated in the course listings of this **Catalog**, or as defined at the time of registration by the various schools.

Course Numbering System

The college offers courses numbered 100 to 299 to students in the lower division of undergraduate schools, and courses numbered 300 to 499 to students in the upper division of undergraduate schools. Graduate courses are numbered from 600 to 999. Certain courses are offered to undergraduate, graduate and professional students jointly. Such courses are numbered appropriately for each class and degree program.

Courses in the Schools of Medicine and Dentistry are numbered from 500 to 599. Developmental and remedial courses, which do not carry academic credit for graduation purposes, have course numbers of 099 and below.

Classification of Students

The classification under which a student registers at the beginning of each academic quarter will continue throughout the academic quarter.

Undergraduate students are classified as follows:

CLASSIFICATION	HOURS EARNED
Freshmen	less than 45
Sophomore	at least 45
Junior	at least 90*
Senior	at least 135

*No student may be classified a Junior without satisfactorily passing the Regents Testing Program Examination. (See the Regents Testing Program Examination section in this Catalog.)

Grades

The Medical College of Georgia is on the 4.0 grade point average system. The following grades are approved for use in the Medical College of Georgia and are included in the determination of the grade point average:

Grade	Description	Grade Points
A	excellent	4.0
B	good	3.0
C	satisfactory	2.0
D	passing*	1.0
F	failure	0.0
WF	withdrew, failing	0.0

The following symbols are approved for use in the cases indicated, but will not be included in the determination of the grade point average.

- I — This symbol indicates that a student was doing satisfactory work but, for non-academic reasons beyond his control, was unable to meet the full requirements of the course. The requirements for removal of an "I" are left to the respective schools; however, if a school does not designate a shorter time period, an "I" not satisfactorily removed after three quarters in residence will be changed to the grade "F" by the registrar.
- W — This symbol indicates that a student was permitted to withdraw without penalty. Withdrawals without penalty will not be permitted after the mid-point of the total grading period (including final examinations) except in cases of hardships as determined by the appropriate academic dean.
- S** — This symbol indicates that credit has been given for completion of degree requirements other than academic course work. The use of this symbol is approved only for dissertation and thesis hours, student teaching, clinical practicum, internship, and proficiency requirements in graduate programs.
- U** — This symbol indicates unsatisfactory performance in an attempt to complete degree requirements other than academic course work. The use of this symbol is approved only for dissertation and thesis hours, student teaching, clinical practicum, internship and proficiency requirements in graduate programs.
- V — This symbol indicates that a student was given permission to audit this course. Students may not transfer from audit to credit status or vice versa.
- K — This symbol indicates that a student was given credit for the course via a credit by examination program approved by the respective school's faculty. (CLEP, AP, Proficiency, etc.)

*Some curricula do not recognize the D as acceptable for meeting graduation requirements. See School/Program sections for these higher requirements.

**Use of this symbol to grade regular academic course work must have the prior permission of the president and chancellor.

Grade Changes

Any grade recorded by the registrar will be changed upon receipt from the instructor of a completed Grade Change Report form. Forms are available from the registrar.



Any grade of "I" not satisfactorily removed after three quarters in residence will be changed to "F" by the registrar.

Repeated Course Work

By registering for a course for which credit has already been received, a student forfeits credit toward graduation in the previous course. The final grade for graduation purposes will be the grade on the repeated course; however, all hours attempted and grades earned will appear on the transcript and be used in computing the grade point average.

Registration

Registration for Augusta campus courses must be completed on the dates stated in the academic calendar. Registration dates on campuses remote from Augusta are those in effect on the remote campus, e.g. School of Nursing, Athens (SONAT) registration coincides with University of Georgia registration.

Registration procedures are the responsibility of the registrar. Notification of these procedures and any changes in the academic calendars will be sent to all students at the appropriate time.

Adding and Dropping Courses

Additions to a student's course schedule will not be allowed after the deadline for adding courses set forth

in the academic calendar of the institution offering the course.

A course may be dropped without penalty up to the midterm date set forth in the academic calendar. Following this deadline, a student dropping a course will receive a WF (Withdrew Failing), except in cases of hardship as determined by the appropriate academic dean. WF grades will be treated as F grades for grade point calculations.

Courses may only be added or dropped by following procedures established by the registrar.

Late Registration Policy

1. Students failing to register by the last date of regular registration for their school or program, to include payment of fees, shall be permitted to register during the time designated for late registration. However, a late fee of \$25.00 shall be assessed for any student registering during the late registration period.
2. In keeping with Board of Regents policy, registration fees are due and payable at the time of registration. The student cannot be enrolled until all registration and other fees are paid in full.
3. No student shall be permitted to register after the last date of late registration, except in cases of unusual circumstances as judged by the president of the Medical College of Georgia. In such cases, the student shall be required to pay the late registration fee in addition to the regular registration fees.

Auditors

Regularly enrolled Medical College students may register for courses as auditors. No academic credit shall be awarded to students enrolled on this basis. After the last day for registration, no changes from an audit basis to credit or from credit to audit will be permitted. Students auditing courses will be required to pay the regular fees for enrollment. (See the "Fees" section of this **Catalog**.)

Attendance

Regular and punctual attendance is expected of students in all classes, and is counted from the first class meeting each term. Students who incur an excessive number of absences are subject to academic penalty.

Specific attendance requirements may be established by individual schools/programs.

Academic Honesty

The College recognizes honesty and integrity as being necessary to the academic function of the institution. Regulations promulgated in the interest of protecting the equity and validity of the College's grades and degrees and to assist students in developing stan-

dards and attitudes appropriate to academic life are contained in the **Student Handbook** or in School honor codes.

Dean's List

In order to recognize superior academic performance among undergraduates, a Dean's List is compiled quarterly. The achievement of each student who qualifies for this distinction is acknowledged and an appropriate entry is made on the student's permanent record. To qualify for the Dean's List, a student must have attempted 12 or more hours of graded academic work in a quarter and have achieved a grade point average of at least 3.50. For students with I's, Dean's List computations will not be made until a grade is determined.

Dean's List qualifications for the School of Dentistry are stated in the School's section of this **Catalog**.

Graduation with Honors

The Medical College awards undergraduate degrees with honors to candidates who meet specified standards of academic excellence as measured by the grade point average. In order to be considered for a degree with honors, a student must have completed a minimum of 90 quarter hours in residence; and only work taken in residence will be considered. The standards are as follows:

Summa cum laude	3.90
Magna cum laude	3.70
Cum laude	3.50

Grade point averages will be rounded to the nearest hundredth to determine eligibility.

This distinction of high academic achievement is placed on the student's diploma and is noted on his permanent record.

Normal Course Load

The normal course load may vary with the degree program. Students may be required to register for a course load less than the normal course load if this action is determined to be advisable in the light of the student's academic standing or for other reasons. An undergraduate or graduate studies student who in any quarter registers for less than 12 quarter hours is considered a part-time student; a student who registers for 12 or more hours is considered a full-time student. No student of the Schools of Allied Health Science, Graduate Studies or Nursing may register without special approval from his/her dean for more than 20 quarter hours (including audit courses) in any given academic quarter.

The School of Medicine

The School of Medicine does not admit students on a part-time basis. Students enrolled in the expanded

curriculum or in clinical clerkship may, with appropriate approval, carry lesser academic loads than other students because of academic or scheduling problems. However, these students are considered to be committed to full-time pursuit of the M.D. degree.

The School of Dentistry

All DMD degree-seeking students are considered to be full-time and are expected to devote full-time efforts toward completing the degree. Most students complete the program in four calendar years and take a uniform quarterly course schedule. Other students may, with special permission, complete the degree program in more than four years and take a variable quarterly course load designed to meet their academic or scheduling circumstances.

The only exception to this rule is for part-time faculty who may be allowed to register as part-time students in order to complete the DMD degree. A limited number of special students, who are not degree-seeking, may also be permitted to enroll part-time.

Planning the Academic Program

The academic program of each student should be planned in consultation with the academic advisor, major professor, or other person as designated by the Dean of the school concerned; however, the student is ultimately responsible for meeting all graduation requirements for the degree sought.

Withdrawal from the College

A student who wishes to withdraw must report to the registrar to obtain and complete withdrawal procedures outlined in the Withdrawal Form. The official records of a student who fails to withdraw officially from this institution will not be released until the appropriate withdrawal procedures have been completed.

Examinations

A student may be required to perform acceptably on any examination before graduation as deemed appropriate by the academic deans, president and/or Board of Regents.

Academic Probation, Suspension and Dismissal

The following policy applies to all undergraduate programs. Policies for graduate level programs are stated under the appropriate school section of this **Catalog**.

Academic Probation

Any undergraduate student whose grade point average (GPA) for any quarter is below 2.0 (on a 4.0 scale) or whose cumulative MCG GPA is below 2.0 at the end of any quarter shall be considered on academic probation (subject to the provisions of the following dismissal policy).

Academic Dismissal

Any undergraduate student shall be dismissed under any one of these circumstances:

1. Failure to make a passing grade in at least one academic course in any quarter;
2. Failure to achieve and maintain at least a 1.80 cumulative GPA for all resident work after 45 hours and a 2.0 for all resident work at the end of any academic year thereafter.
3. Failure to achieve a quarterly GPA of at least 2.0 in the quarter immediately following his/her placement on probation.

Academic Suspension

Individual school/department policy may be established which dictates that an undergraduate student who fails to make a "C" in any course which is essential to further study in the curriculum of the program in which he/she enrolled may be suspended.

Where circumstances warrant, an undergraduate student suspended or dismissed under the provisions of this policy may be reinstated as a student on probation upon the written authorization of the dean and subject to conditions of continuation established by the dean at the time of reinstatement.

Any undergraduate student suspended for academic reasons and seeking to be readmitted may reapply for the next appropriate admission date following standard admission procedures.

Good Standing and Satisfactory Progress

A student is considered to be in good standing and making satisfactory progress each quarter he or she is permitted to enroll as a degree-seeking student.

Regents Testing Program Examination

In accordance with Board of Regents requirements, the entire text of the Regents Testing Program policy is reprinted below.

An examination to assess the competency level in reading and writing of those students enrolled in degree programs in University System Institutions will be administered. The following statement shall be the policy of the Board of Regents of the University System of Georgia on this examination.

It is the responsibility of each institution of the University System of Georgia to assure the other institutions, and the System as a whole, that students obtaining a degree from that institution possess the basic competence of academic literacy, that is, certain minimum skills of reading and writing.

The Regents' Testing Program has been developed to help in the attainment of this goal. The objectives of the testing program are: (1) to provide System-wide information on the status of student competence in the areas of reading and writing; and (2) to provide a uni-

form means of identifying those students who fail to attain minimum levels of competence expected of graduates in the areas of reading and writing.

In order to implement effectively the goals of the Testing Program:

1. Students enrolled in degree programs will be required to take and pass the Regents' Test. Passing the test is a requirement for graduation. Students may take the test after they have completed the required basic core English courses. They will be required to take the test in the quarter after they have completed their 45th degree quarter hour if it has not been taken and passed previously. Students who have not passed the test by the time they have earned seventy-five quarter credit hours (exclusive of P.E. Activity Courses and ROTC) must give priority to taking remedial or review English, reading and writing courses until they pass the test. Each institution is directed to develop procedures that will require its students to pass the Regents' Test prior to being classified as a junior year student. Students who have not passed the Regents' Test by the time they have earned 105 quarter credit hours (excluding P.E. Activity Courses and ROTC) must be denied taking further credit courses and be limited to taking only remedial or review English, reading and writing courses until they do pass the Regents' Test.
2. Having passed the Regents' Test shall not be a condition to transfer into an institution. All transfers within the System will be subject to paragraph 1, above. Students from colleges outside the System who transfer into a System institution in the lower division category and who have not passed the test must do so in accordance with paragraph 1, above. Students who transfer into an institution from outside the System in the classification of junior or senior and who have not passed the Regents' Test must take the test in the first quarter of their attendance. If they fail the test, they must be restricted to taking remedial or review courses in English, reading and writing until they have passed the Regents' Test.
3. Students whose mother tongue is other than English may be exempted by the institution provided appropriate local procedures are employed to certify the competence of those students earning a degree.
4. The test is to be considered as a single unit and will be administered as such; passing the test is defined as scoring above the cutoff on all components of the test at the same administration.
5. Students who fail the test must retake and pass the test. Each institution will provide an appropriate program of remediation and may require deficient

students to participate in the program prior to retaking the test.

6. For extraordinary situations, each institution will develop special procedures for certifying the competency of students. A written description of these procedures will be submitted to the Chancellor's office for approval. Such procedures will include provision for remediation if needed and formal examination prior to certifying competency. Such examination will equal or exceed the standards of the Regents' Testing Program.
7. Each institution shall include in its catalog a copy of the Regents' Policy on the Regents' Testing Program.
8. These revised procedures shall be followed by all students, effective July 1, 1979. (Minutes, April 1972, pp. 554-555; November, 1972, p. 166; June, 1973, pp. 481-485; November, 1978, pp. 88-89)

Educational Records

Official academic records are maintained by the Registrar. Access to these records is governed by the Family Educational Rights and Privacy Act of 1974, as amended. A listing of all students educational records maintained by the institution is contained in the **Student Handbook**, which is available from the Division of Student Affairs.



Curriculum Changes

The new knowledge continually emerging in the health sciences, changing concepts in the delivery of health care and consideration of certification and licensure requirements may necessitate certain changes in the curriculum of a given school. However, when such changes are anticipated or made after careful review and evaluation, full consideration will have been given to the impact these changes might have on the student's overall academic program during his or her period of matriculation. Consideration will also be given to the impact of any changes on the faculty and the institution as a whole.

Changes in Catalog Requirements

The statements set forth in this **Catalog** are for informational purposes only and should not be construed as the basis of a contract between a student and this institution.

While the provisions of this **Catalog** will ordinarily be applied as stated, the Medical College of Georgia reserves the right to change any provision listed in this **Catalog**, including but not limited to academic requirements for graduation, without actual notice to individual students. Every effort will be made to keep students advised of any such changes. Information on changes will be available in the offices of the president, provost, academic deans, registrar, and student affairs. It is especially important that students note that it is their responsibility to keep themselves apprised of current graduation requirements for their particular degree program.

Requirements for Graduation

Requirements for Graduate, Medical and Dental Degrees

Requirements for graduate, medical and dental degrees are stated in this **Catalog** under the sections for the School of Medicine, School of Dentistry, School of Graduate Studies, and the School of Nursing.

Requirements for Associate and Baccalaureate Degrees

Requirements in addition to those listed below for associate and baccalaureate degrees are stated in this **Catalog** under the sections for the School of Allied Health Sciences and the School of Nursing.

1. Recommendation by Faculty

It is implicit in the requirements for all degrees

conferred by the college that the faculty of each school recommend each candidate for a degree as having met all requirements for the degree to be conferred.

2. Residence Requirements

Every candidate for a baccalaureate or associate degree at the Medical College of Georgia must take a minimum of 45 quarter hours in residence.

3. Total Credit Requirements

A minimum of 180 quarter hours (excluding physical education) is required for a baccalaureate degree, and a minimum of 90 quarter hours (excluding physical education) is required for an associate degree.

4. Regents Testing Program Examination Requirement

The University System of Georgia requires that each student receiving an undergraduate degree from a state-supported college must have successfully completed this examination (see the section on the Regents Testing Program Examination in this Catalog).

5. Examinations on the History and Constitutions of the United States and Georgia

Examinations on these subjects are required of all baccalaureate and associate degree students unless exempted by presentation of course credit dealing with these constitutions and histories. The examination will be given once each quarter on the dates listed in the latest academic calendar for the appropriate school. Students are advised to meet this requirement early in their academic career.

6. Exit Examination in Major Field

The University System of Georgia requires that each student who completes a baccalaureate degree program take an appropriate comprehensive exit examination in the major field of study. Further information on this examination may be obtained from the school or department in which a student is enrolled.

7. Scholarship

An undergraduate degree shall not be conferred on any person whose overall grade point average (for courses in residence) is less than 2.0. Credit hours in courses with the grade of D shall not exceed 20 percent of the total hours (including transfer hours) used as credits for a degree. Individual curricula may establish higher standards for achievement, in which case, the higher standards shall apply.

8. Consultation with Dean or Chairman

It is the responsibility of every candidate for an undergraduate degree to consult with the office of the registrar and the dean or chairman of the program concerning completion of requirements for graduation at least three quarters before the expected date of graduation.

Application for Graduation

Application for graduation must be made by each candidate on a form obtainable from the following offices:

- Allied Health Sciences — Departments
- Dentistry — Associate Dean for Students
- Graduate Studies — Dean
- Medicine — Curriculum
- Nursing — Advisement and Records

The application form should be completed at least 1 1/2 quarters prior to time of graduation. The candidate for a degree from the college must attend the commencement exercise at which the degree is to be conferred, unless he/she is officially excused in writing by the appropriate academic dean.

Food Services

The college provides a cafeteria and coffee shop in the Student Center and in Talmadge Memorial Hospital. Hours of operation are published in the **Student Handbook**, which can be obtained from the Office of Student Affairs, Medical College of Georgia, Augusta, Georgia 30901.

Housing

The Medical College has limited residence hall and apartment accommodations on the campus for single undergraduates, single graduates and professional students and married students. All accommodations are furnished and air conditioned. Rent includes all utilities.

The housing rental agreements for Residences I, II and IV stipulate that tenants pay rent for a specified rental agreement period. Payments are made in quarterly installments, such that there are three installments made for the regular academic year rental agreement period, and one installment made for the summer rental agreement period. The student desiring to reside on-campus signs separate agreements for the regular year and summer. Quarterly installment payments are shown below.

Residence I & II (Single students)

- Single Room \$217.50 per quarter
- Double Room \$145.00 per quarter

Residence IV (Single Graduate, Medical and Dental Students)

- Double Room \$185.00 per quarter

Residence V (Married Student Apartments)

- One Bedroom \$155.00 per month
- Two Bedroom \$175.00 per month



Deposits and Refunds

A security deposit is required of all students given a housing assignment. This deposit is retained by the college to cover the cost of any damage to rented facilities, and to insure rental agreement obligations are met. The deposit will be refunded, less any deductions, as soon as possible after terminating housing.

Application Procedures and Information

Students accepted for admission to the college and interested in applying for on-campus housing should write the Housing Office, Residence II, Medical College of Georgia, Augusta, Georgia 30912.

Off-Campus Housing

Accepted students interested in housing off-campus should visit the off-campus housing office in Residence I for information about housing in the Augusta community.

Fees

Costs of materials, books, deposits, uniforms, instruments, and personal expenses are estimated in each school's section of the Catalog.

Full-Time Graduate and Undergraduate Students

The following general fees are payable at the time of registration for all graduate and undergraduate full-time (12 credit hours or more) regularly enrolled students:

	per quarter
Matriculation Fee	\$195.00
Non-resident Fee (in addition to Matriculation Fee)	350.00
Student Health Fee	10.00
Student Activities Fee	15.00

Part-Time Graduate and Undergraduate Students

The following general fees are payable at the time of registration for all graduate and undergraduate part-time (less than 12 credit hours) regularly enrolled students:

	per quarter hour
Matriculation Fee	\$ 16.00
Non-resident Fee (in addition to Matriculation Fee)	30.00
Student Health Fee (only if enrolling for 6 hours or more)	10.00
Student Activities Fee (only if enrolling for 6 hours or more)	15.00

Full-Time Medical and Dental Students

The following general fees are payable at the time of registration for all full-time regularly enrolled Medical and Dental students:

	per quarter
Matriculation Fee	\$405.00
Non-resident Fee (in addition to Matriculation Fee)	405.00
Student Health Fee	10.00
Student Activities Fee	15.00

Medical and Dental Students Taking Variable Course Loads

Medical students enrolled in the expanded curriculum or for clinical rotations, and dental students enrolled for a quarterly schedule that varies from the prescribed four-year curricular schedule, shall pay fees at the time of registration each quarter in accordance with a fee schedule available in the registrar's office and cashier's office.

Audit Fees

Fees for auditing a course are the same as the fees for regular enrollment. (See the Academic Regulations section for policy regulating course audits.)

Acceptance Deposits

All schools of the Medical College of Georgia require a \$50.00 acceptance deposit which will be credited toward first quarter matriculation fees. Those accepted applicants who fail to appear for registration, and fail to notify the appropriate admissions office of their withdrawal in writing not later than the last day of regular registration of their entering class, shall forfeit their acceptance deposit.

Refund of Fees

Students who officially withdraw from college will receive a refund of matriculation fees at the end of the quarter in which the withdrawal is made. Students who officially withdraw with a clean record within the time specified after the scheduled registration date may receive refunds of matriculation fees as listed:

Time of Withdrawal	Percent Refunded
Not more than one week	80
Not more than two weeks	60
Not more than three weeks	40
Not more than four weeks	20
More than four weeks	0

Student health and student activity fees will not be refunded when withdrawing. The refund of matriculation fees is limited to withdrawal from the institution and not for dropping of individual courses.

Changes in Fees and Other Charges

All matriculation charges, board, room rent or other charges listed in this **Catalog** are subject to change at the end of any quarter.

Financial Assistance for Students

Because the cost of acquiring an education in the health sciences may prevent many students from beginning or completing their studies, the college has developed a program to assist students in financing their education. The college believes that educational opportunities for qualified students should not be controlled by their financial resources, although realistic financial planning is an essential part of college preparation. In selecting students to receive financial assistance the college places primary emphasis on financial

need. Academic achievement and promise, and character are also considered.

Students desiring more information about financial aid resources should write the Financial Aid Office, Medical College of Georgia, Augusta, Georgia 30901. Information concerning graduate fellowships and assistantships is available from the School of Graduate Studies. Applications for assistance may be submitted to the college prior to official acceptance for enrollment and should be on file by May 1. Later applications will be considered only on a "remaining funds available" basis.

Student Health Service

Full information on student health service is published in a **Student Handbook** which all students receive upon entrance into the college. The cost of the health service is \$10 per quarter to all students enrolled for six or more credit hours.

Student Insurance

The MCG student government sponsors insurance programs for enrolled students. Information on student life insurance and student health insurance is made available to all applicants accepted for admission prior to first enrollment, and to all enrolled students annually or upon request.

Student Responsibilities and Services

The services available to students, as well as the students' responsibilities are outlined in the **Student Handbook** which is published by the Division of Student Affairs. All students are responsible for knowing its content. Copies are available from the Division of Student Affairs.

Discipline and Appeals

Student discipline at the college is the responsibility of the president and his administrative staff. Students will be expected to act in a manner of credit to themselves and to the institution as outlined in the **Student Handbook** section on "Student Judiciary Procedures."

Appeals Procedure

When an applicant for admission shall feel that his application has not been given due consideration or when a student shall be expelled or suspended, the applicant or student shall have the right to appeal in accordance with the following procedure:

1. The person aggrieved shall appeal in writing to the President within five days after the action of which he complains. The President shall within five days appoint a committee composed of three members of the faculty of the institution or he shall utilize the services of an appropriate existing committee. This committee shall review all facts and circumstances connected with the case and shall within five days make its findings and report thereon to the President. After consideration of the committee's report, the President shall within five days make a decision which shall be final so far as the institution is concerned.
2. Should the aggrieved person be dissatisfied with said decision, he may apply to the Board of Regents, without prejudice to his position, for a review of the decision. The application for review shall be submitted in writing to the Executive Secretary of the Board within a period of twenty days, following the decision of the President. This application for review shall state the decision complained of and the redress desired. A review by the Board is not a matter of right, but is within the sound discretion of the Board. If the application for review is granted, the Board, or a committee of the Board, shall investigate the matter thoroughly and render its decision thereon within sixty days from the filing date of the application for review or from the date of any hearing which may be held thereon. The decision of the Board shall be final and binding for all purposes.
3. A full-time employee of the University System and his or her spouse and dependent children may register on the payment of resident fees.
4. Nonresident graduate students who hold teaching or research assistantships requiring at least one-third time service may register as students in the institution in which they are employed on payment of resident fees.
5. Full-time teachers in the public schools of Georgia and their dependent children may enroll as students in the University System institutions on the payment of resident fees, when such teachers have been legal residents of Georgia for the immediately preceding nine months, were engaged in teaching during such nine-month period, and have been employed to teach full-time in the public schools of Georgia during the ensuing school year.
6. All aliens shall be classified as nonresident students; provided, however, that an alien who is living in this country under a visa permitting permanent residence shall have the same privilege of qualifying for resident status for fee purposes as a citizen of the United States.
7. Foreign students who attend institutions of the University System under financial sponsorship of civic or religious groups located in this State, may be enrolled upon the payment of resident fees, provided the number of such foreign students in any one institution does not exceed the quota approved by the Board of Regents for that institution.
8. If the parents or legal guardian of a minor change his or her legal residence to another state following a period of legal residence in Georgia, the minor may continue to take courses for a period of twelve consecutive months on the payment of resident fees. After the expiration of the twelve month period the student may continue his registration only upon the payment of fees at the non-resident rate.
9. In the event that a legal resident of Georgia is appointed as guardian of a nonresident minor, such minor will not be permitted to register as a resident student until the expiration of one year from the date of court appointment, and then only upon proper showing that such appointment was not made to avoid payment of the nonresident fees.
10. Career Consular Officers, and their dependents, who are citizens of the foreign nation which their Consular Office represents and who are stationed and living in Georgia under orders of their respective governments, shall be entitled to enroll in University System institutions on payment of resident fees. This arrangement shall apply to those

Rules Governing the Classification of Students as Residents and Non-residents

The following rules have been adopted by the Board of Regents for the purpose of determining the residency status of students:

1. A. If a person is 18 years of age or older, he or she may register as a resident student only upon a showing that he or she has been a legal resident of Georgia for a period of at least twelve months immediately preceding the date of registration.
- B. No emancipated minor or person 18 years of age or older shall be deemed to have gained or acquired in-state residence status for fee purposes while attending any educational institution in this State, in the absence of a clear demonstration that he or she has in fact established legal residence in this State.
2. If a person is under 18 years of age, he or she may register as a resident student only upon a showing that his or her supporting parent or guardian has been a legal resident of Georgia for a period of at least twelve months immediately preceding the date of registration.

Consular Officers whose nations operate on the principle of educational reciprocity with the United States.

- 11. Military personnel, and their dependents, stationed in Georgia and on active duty, except military personnel assigned to System institutions for educational purposes, shall pay the same fees assessed residents of Georgia.

Questions concerning residency for fee-payment and/or admission purposes should be directed to the appropriate office below:

- Enrolled students — Registrar's Office, 173 Administration Building
- Applicants for admission — mail inquiries to the office indicated, Medical College of Georgia, Augusta, Georgia 30912
- Medicine or Dentistry — Office of Student Affairs
- Nursing (to include graduate nursing) or Allied Health Sciences — Office of Academic Admissions
- Graduate Studies — Dean, School of Graduate Studies

Illegal Use, Possession or Distribution of Narcotics and/or Other Dangerous Drugs

The following statement of policy is designed to emphasize, in fairness to all members of the college community, the serious and dangerous consequences resulting from the illegal use, possession, or distribution of marijuana, hallucinogenics, narcotics, or scheduled drugs, and the unauthorized use of drugs, such as amphetamines, barbiturates, and tranquilizers, which are sometimes prescribed for medical purposes.

While there is admittedly much controversy as to whether or not marijuana should be classified as a narcotic or dangerous drug, the fact does remain that the possession or transfer of marijuana is illegal under both Federal and State laws and is punishable under either. It should be especially noted that it is unlawful for any person to manufacture, deliver, distribute, dispense, sell, or possess any controlled substance under the provisions of the Georgia Controlled Substances Act (Chapter 79A-8).

Agents of the Federal and State governments are engaged in an intensive and thorough investigation on a continuing basis throughout the state. The law requires that when an act is committed against the Georgia Controlled Substances Act the law enforcement authority shall handle the situation rather than the college administration.

Under such circumstances, it is clear that the policy of the Medical College of Georgia shall be: Students involved in criminal offenses will be tried in the criminal justice system of the community.

Clearly, the Medical College of Georgia cannot protect members of its community who commit such offenses. Students should not expect that the college officials will come to their defense for activities committed in violation of the criminal code. It ought to be added that this applies to all members of the Medical College of Georgia.

It should not be inferred from this that the Medical College is indifferent about what happens to the members of this community; rather, it has a deep concern for those who may find themselves in violation of the law. It is believed that some may not fully recognize the implications of full accountability and responsibility with regards to drugs. It is for this reason that this statement is being made.

Academic Calendars

School of Allied Health Sciences and School of Nursing Calendar

	1979	1980	1981
Fall Quarter			
Orientation of new students	Sept. 13-4	Sept. 11-12	Sept. 10-11
Registration	Sept. 17	Sept. 15	Sept. 14
Exemption examinations given at MCG for US and Georgia history and constitution	Sept. 17	Sept. 15	Sept. 14
Classes begin	Sept. 18	Sept. 16	Sept. 15
Late fee begins	Sept. 18	Sept. 16	Sept. 15
Last day for late registration and schedule changes at Augusta College	Sept. 19	Sept. 17	Sept. 16
Last day for late registration and schedule changes at MCG	Sept. 21	Sept. 19	Sept. 17
Regents' Test	Oct. 29	To be announced	To be announced
Midterm: Last day to withdraw from a course without penalty	Oct. 25	Oct. 23	Oct. 21
Last day to apply for March graduation	Oct. 25	Oct. 23	Oct. 21
Pre-registration for Winter quarter	Oct. 29-Nov. 1	Oct. 27-30	Oct. 26-29
Thanksgiving recess	Nov. 21-25	Nov. 26-30	Nov. 25-29
Last day of classes	Nov. 30	Nov. 25	Nov. 24
Examinations	Dec. 3-6	Dec. 1-5	Nov. 30, Dec. 1-3
Term ends	Dec. 6	Dec. 5	Dec. 3
		1980	1981
Winter Quarter			
Registration		Jan. 2	Jan. 2
Exemption examinations given at MCG for US and Georgia history and constitution		Jan. 2	Jan. 2
Classes begin		Jan. 3	Jan. 5
Late fee begins		Jan. 3	Jan. 5
Last day for late registration and schedule changes at Augusta College		Jan. 7	Jan. 6
Last day for late registration and schedule changes at MCG		Jan. 8	Jan. 8
Regents' Test		Feb. 11	To be announced
Midterm: Last day to withdraw from a course without penalty		Feb. 8	Feb. 10
Last day to apply for June graduation		Feb. 8	Feb. 10
Pre-registration for spring quarter		Feb. 11-14	Feb. 9-12
Last day of classes		March 12	March 13
Examinations		March 13-14, 17-18	March 16-19
Term ends		March 18	March 19
		1980	1981
Spring Quarter			
Registration		March 21	March 23
Exemption examinations given at MCG for US and Georgia history and constitution		March 21	March 23
Classes begin		March 24	March 24*

Late fee begins	March 24	March 24
Last day for late registration and schedule changes	March 26	March 31
Regents' Test	April 21	To be announced
Midterm: Last day to withdraw from an MCG course without penalty	April 25	May 1
Last day to apply for August graduation	May 6	May 6
Pre-registration for summer and fall quarters	April 28-May 1	April 27-30
Last day of classes	May 30	June 1
Examinations	June 2-5	June 2-5
Term ends	June 5	June 5
Graduation	June 7	June 6

*See AC schedule for different dates.

	1980	1981
Summer Quarter		
Orientation of new students	June 13	June 15
Registration	June 16	June 16
Exemption examinations given at MCG for US and Georgia history and constitution	June 16	June 16
Classes begin	June 17	June 17
Late fee begins	June 17	June 17
Last day for late registration and schedule changes	June 18	June 18
Independence Day holiday	July 4	July 3
Regents' Test	July 14	To be announced
Midterm at Augusta College	July 17	July 16
Midterm: Last day to withdraw from an MCG course without penalty	July 24	July 24
Last day to apply for December graduation	July 24	July 24
Pre-registration for fall quarter	July 14-17	July 13-16
Last day of classes	Aug. 26	Aug. 26
Examinations	Aug. 27-30	Aug. 27-28, 31
Term ends	Aug. 30	Sept. 1

School of Dentistry Calendar

	1979	1980	1981
Fall Quarter			
4th quarter pre-session	Sept. 20	Sept. 18	Sept. 17
Orientation/Registration new students	Sept. 24	Sept. 22	Sept. 21
Registration for returning students	Sept. 27	Sept. 25	Sept. 24
Classes begin	Sept. 27	Sept. 25	Sept. 24
Late fee begins	Sept. 28	Sept. 26	Sept. 25
Last day for late registration	Oct. 2	Sept. 30	Sept. 29
Last day to apply for March graduation	Oct. 25	Oct. 23	Oct. 21
Midterm: Last day to withdraw from a course without penalty	Nov. 8	Nov. 4	Nov. 3
Thanksgiving recess	Nov. 22-25	Nov. 27-30	Nov. 26-29
Terms ends	Dec. 21	Dec. 19	Dec. 18

	1980	1981	1982
Winter Quarter			
Registration	Jan. 7	Jan. 5	Jan. 4
Classes begin	Jan. 7	Jan. 5	Jan. 4
Late fee begins	Jan. 8	Jan. 6	Jan. 5
Last day for late registration	Jan. 10	Jan. 8	Jan. 7
Last day to apply for June graduation	Feb. 8	Feb. 10	Feb. 9
Midterm: Last day to withdraw from a course without penalty	Feb. 15	Feb. 13	Feb. 12
Term ends	March 28	March 27	March 26

	1980	1981	1982
Spring Quarter			
Registration	March 31	March 30	March 29
Classes begin	March 31	March 30	March 29
Late fee begins	April 1	March 31	March 30
Last day for late registration	April 4	April 3	April 2
Spring break	April 5-13	April 4-12	April 3-11
Last day to apply for August graduation	May 6	May 6	May 5
Midterm: Last day to withdraw from a course without penalty	May 14	May 13	May 12
Term ends (12th quarter students)	June 6	June 5	June 4
Term ends (3rd, 6th, 9th quarter students)	June 27	June 26	June 25
Graduation ceremony	June 7	June 6	June 5

	1980	1981
Summer Quarter		
Registration	June 16	June 15
Late fee begins	June 17	June 16
Last day to apply for December graduation	July 24	July 24
Summer session begins	July 28	July 27
Last day for late registration	July 28	July 27
Term ends	Sept. 19	Sept. 18

School of Graduate Studies Calendar

Students in the School of Graduate Studies who take courses in other MCG schools or at Augusta College should expect to comply with the academic calendars which control the scheduling in these other units. Dates may vary according to the schedule of the school offering the course.

	1979	1980	1981
Fall Quarter			
Advisement and registration of new students	Sept. 7	Sept. 12	Sept. 11
Registration for returning students	Sept. 7	Sept. 12	Sept. 11
MCG classes begin	Sept. 10	Sept. 15	Sept. 14
Late fee begins	Sept. 10	Sept. 15	Sept. 14
Augusta College classes begin	Sept. 18	Sept. 16	Sept. 15
Last day for late registration and schedule changes at Augusta College	Sept. 19	Sept. 17	Sept. 16
Last day for late registration and schedule changes at MCG	Sept. 21	Sept. 19	Sept. 17

Midterm: Last day to withdraw from a course without penalty	Oct. 25	Oct. 23	Oct. 21
Last day to apply for March graduation	Oct. 25	Oct. 23	Oct. 21
Pre-registration for winter quarter	Oct. 29-Nov. 1	Oct. 27-30	Oct. 26-29
Thanksgiving recess	Nov. 22-25	Nov. 27-30	Nov. 26-29
Last day of classes	Dec. 7	Dec. 12	Dec. 11
Examinations	Dec. 10-14	Dec. 15-19	Dec. 14-18
Term ends	Dec. 14	Dec. 19	Dec. 18
	1980	1981	
Winter Quarter			
Registration	Jan. 2	Jan. 2	
Classes begin	Jan. 2	Jan. 5	
Late fee begins	Jan. 3	Jan. 6	
Last day for late registration and schedule changes at AC	Jan. 7	Jan. 6	
Last day for late registration and schedule changes at MCG	Jan. 8	Jan. 8	
Midterm: Last day to withdraw from a course without penalty	Feb. 8	Feb. 10	
Last day to apply for June graduation	Feb. 8	Feb. 10	
Pre-registration for spring quarter	Feb. 11-14	Feb. 9-12	
Last day of classes	March 5	March 9	
Examinations	March 6-7, 10-11	March 10-13	
Term ends	March 11	March 13	
	1980	1981	
Spring Quarter			
Registration	March 17	March 16	
Classes begin	March 17	March 16	
Late fee begins	March 18	March 17	
Last day for late registration and schedule changes	March 20	March 19	
Spring recess (Does not apply to AC courses.)	April 5-13	April 4-12	
Midterm: Last day to withdraw from a MCG course without penalty	April 23	April 22	
Midterm at Augusta College	April 25	May 1	
Last day to apply for August graduation	May 6	May 6	
Pre-registration for summer and fall quarters	April 28-May 1	April 27-30	
Last day of classes	May 23	May 22	
Examinations	May 26-30	May 25-29	
Term ends	May 30	May 29	
Graduation	June 7	June 6	
	1980	1981	
Summer Quarter			
Registration	June 16	June 16	
Classes begin	June 17	June 17	
Late fee begins	June 17	June 17	
Last day for late registration and schedule changes	June 18	June 18	
Independence Day holiday	July 4	July 3	
Pre-registration for fall quarter	July 14-17	July 13-16	
Midterm at Augusta College	July 17	July 16	

Midterm: Last day to withdraw from a MCG course without penalty	July 24	July 24
Last day to apply for December graduation	July 24	July 24
Last day of classes	Aug. 26	Aug. 26
Examinations	Aug. 27-30	Aug. 27-28, 31
		Sept. 1
Term ends	Aug. 30	Sept. 1

School of Medicine Calendar

Phase I

	1979	1980	1981
Fall Quarter (14 weeks)			
Orientation and registration	Sept. 6-7	Sept. 11-12	Sept. 10-11
Classes begin	Sept. 10	Sept. 15	Sept. 14
Late fee begins	Sept. 10	Sept. 15	Sept. 14
Last day for late registration	Sept. 13	Sept. 18	Sept. 17
Midterm: Last day to withdraw from a course without penalty	Oct. 26	Oct. 31	Oct. 30
Thanksgiving recess	Nov. 22-25	Nov. 27-30	Nov. 26-29
Term ends	Dec. 14	Dec. 19	Dec. 18
Christmas vacation	Dec. 15-Jan. 1	Dec. 20-Jan. 4	Dec. 19-Jan. 3
	1980	1981	1982
Winter Quarter (10 weeks)			
Registration	Jan. 2	Jan. 5	Jan. 4
Classes begin	Jan. 2	Jan. 5	Jan. 4
Late fee begins	Jan. 3	Jan. 6	Jan. 5
Last day for late registration	Jan. 7	Jan. 8	Jan. 7
Midterm: Last day to withdraw from a course without penalty	Feb. 5	Feb. 6	Feb. 5
Term ends	March 11	March 13	March 12
	1980	1981	1982
Spring Quarter (11 weeks)			
Registration	March 17	March 16	March 15
Classes begin	March 17	March 16	March 15
Late fee begins	March 18	March 17	March 16
Last day for late registration	March 20	March 19	March 18
Spring recess	April 5-13	April 4-12	April 3-11
Classes resume	April 14	April 13	April 12
Midterm: Last day to withdraw from a course without penalty	April 23	April 22	April 21
Term ends	May 30	May 29	May 28

Phase II

	1979	1980	1981
Fall Quarter (15 weeks)			
Registration	Sept. 4	Sept. 8	Sept. 8
Classes begin	Sept. 4	Sept. 8	Sept. 8
Late fee begins	Sept. 5	Sept. 9	Sept. 9
Last day for late registration	Sept. 6	Sept. 11	Sept. 10
Midterm: Last day to withdraw from a course without penalty	Oct. 26	Oct. 29	Oct. 29
Thanksgiving recess	Nov. 22-25	Nov. 27-30	Nov. 26-29

Term ends	Dec. 14	Dec. 19	Dec. 18
Christmas vacation	Dec. 15-Jan. 1	Dec. 20-Jan. 4	Dec. 19-Jan. 3

	1980	1981	1982
Winter Quarter (10 weeks)			
Registration	Jan. 2	Jan. 5	Jan. 4
Classes begin	Jan. 2	Jan. 5	Jan. 4
Late fee begins	Jan. 3	Jan. 6	Jan. 5
Last day for late registration	Jan. 7	Jan. 8	Jan. 7
Midterm: Last day to withdraw from a course without penalty	Feb. 5	Feb. 6	Feb. 5
Term ends	March 11	March 13	March 12

	1980	1981	1982
Spring Quarter (10 weeks)			
Registration	March 17	March 16	March 15
Classes begin	March 17	March 16	March 15
Late fee begins	March 18	March 17	March 16
Last day for late registration	March 20	March 19	March 18
Spring recess	April 5-13	April 4-12	April 3-11
Classes resume	April 14	April 13	April 12
Midterm: Last day to withdraw from a course without penalty	April 21	April 20	April 19
Term ends	May 23	May 22	May 21

Phase III

The year is divided into rotations consisting of four, six, eight and twelve week periods. The following is the rotation schedule for Phase III for the academic year 1979-1980:

	Begins	Ends	Weeks
June Rotation (Juniors)*	June 14	July 8	4
June Rotation (Seniors)	June 11	July 8	4
July Rotation	July 9	August 5	4
August Rotation	August 6	September 2	4
September Rotation	September 3	September 30	4

SENIORS HAVE NATIONAL BOARDS September 25-26, 1979

October Rotation	October 1	October 28	4
November Rotation	October 29	November 25	5
December Rotation	November 26	December 18	3
	January 2	January 6	1
CHRISTMAS VACATION	December 19	January 1	
January Rotation	January 7	February 3	4
February Rotation	February 4	March 2	4
March Rotation	March 3	March 30	4
April Rotation	March 31	April 6	1
	April 14	May 4	3
SPRING VACATION	April 7	April 13	
May Rotation	May 5	June 1	4

*PART I National Board Examinations (Juniors) — June 12-13, 1979
September 5-6, 1979

PART II National Board Examinations (Seniors) — April 10-11, 1979
September 25-26, 1979

Graduation	June 7, 1980	June 6, 1981
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allied health sciences



Dean—Dr. Raymond C. Bard

Associate Dean for Academic Affairs—Dr. Biagio J. Vericella

School of Allied Health Sciences

The School of Allied Health Sciences at the Medical College was established as an administrative entity in 1968. Prior to this date, programs in medical illustration, medical record administration, medical technology, and radiologic technology had been active; in 1967, the dental hygiene program was initiated. Since then, five additional programs, physical therapy, occupational therapy, physician's assistants, nuclear medicine technology, dental laboratory technology, and respiratory therapy have been added to the school. The School is organized into departments, providing programs for each of the allied health professions and leading to the baccalaureate degree. In addition, the Associate in Science degree is awarded in dental hygiene, dental laboratory technology, physical therapy, and radiologic technology. Certificate programs are offered in nuclear medicine technology and radiation therapy technology.

Information pertaining to application, admission, fees and expenses, loans and scholarships can be found in each department's section of this book or in the General Information Section of the **Catalog**.

Goals

The School of Allied Health Sciences supports the goals of the Medical College of Georgia and accepts the responsibility to promote quality health care for the people of Georgia. The School of Allied Health Sciences is dedicated to:

- the preparation of qualified allied health practitioners;
- the development and implementation of competency-based educational curricula that will meet the needs of students;
- the provision of continuing education programs for allied health practitioners;
- the promotion of cooperation among the departments and schools of the Medical College of Georgia to provide interdisciplinary educational programs;
- the collaboration with the people of Georgia in surveying health care needs and fulfilling these through allied health education programs and research;
- the creation of public awareness for allied health practitioners and their roles in the delivery of health care;
- the generation and application of new knowledge for the betterment of health services;
- the participation of students and faculty in professional health organizations.

Application Procedures

Application forms with instructions for completing the admission procedure may be obtained from the Office of Academic Admissions. Applications for entering classes should be filed no later than April 15 of the year of matriculation.

Early application is recommended. No application fee is required.

Admission Criteria

Departments in the School of Allied Health Sciences use basically the same criteria for admission. Some departments pay particular attention to grades in specific prerequisite courses; some are more concerned with overall grade point average. The importance of previous health care experience varies from program to program. Each department has its own philosophy as to the weight to be assigned to each criteria. But generally, the selection criteria are as follows:

- Cumulative grade point average
- Grade point average in sciences and math
- Scholastic Aptitude Test (SAT) — verbal and math scores
- References
- Personal interview
- Knowledge of the field
- Completion of prerequisite general education coursework

Preference will be given the applicant who has demonstrated superior academic ability. The applicant must present evidence of graduation from an accredited high school or its equivalent. Preference will be given the applicant who has emphasized high school subjects in the sciences (mathematics, chemistry, physics, biology, zoology) and the liberal arts. The entering freshman must present credentials to indicate completion of the following high school credits from an accredited high school.

	Units
English	4
Mathematics (must include one unit of algebra)	2
Science (general biology, chemistry, physics)	2
Social studies (one unit of American history)	4
Other academic units	2
Unrestricted electives	2

High school level test of General Education Development will be accepted.

Non-Academic Exclusion

Any student may be denied permission to continue enrollment in the School of Allied Health Sciences if in the opinion of the faculty, the student's knowledge, character, mental or physical fitness cast grave doubts upon his/her potential capabilities as a practitioner in the field of training.

Associated Dental Sciences

General

In cooperation with the School of Dentistry, this department offers programs of study leading to the Associate of Science and Bachelor of Science degrees in dental hygiene and the Associate of Science degree in dental laboratory technology. The dental laboratory technology program is a cooperative program operated in conjunction with the Augusta Area Vocational Technical School. General education courses required in the curriculum are offered at Augusta College.

A baccalaureate program for practicing dental hygienists who are graduates of an accredited dental hygiene program is offered with emphasis on education. Prospective candidates should write to the department chairman for further information.

The Department of Associated Dental Sciences also participates in an educational program at the graduate level to prepare participants for careers in dental hygiene teaching and administration. Upon completion of requirements, candidates are awarded the Master of Health Education degree. For details, refer to the School of Graduate Studies section of this **Catalog**.

Objectives

1. Dental Hygiene

The associate and baccalaureate degree programs in dental hygiene have been designed to prepare graduates for clinical practice under the supervision of a licensed dentist.

The graduate has developed knowledge and skills in the prevention of dental disease which is the primary duty of the dental hygienist. Other skills developed during training at the Medical College of Georgia include taking and recording medical and dental histories, performing an oral inspection, exposing and processing dental radiographs, removing deposits and stains from teeth, polishing teeth, applying preventive agents, preparing diagnostic casts and other duties

that may be assigned by the dentist which are legal in the state in which the graduate practices.

Graduates are eligible to take the National Board Dental Hygiene Examination and State Board Examinations for Dental Hygiene.

Additional training is provided for baccalaureate degree students in one of three areas: clinical dental hygiene, dental hygiene education, or public health. Graduates of the baccalaureate program are eligible to apply for graduate study in dental hygiene such as dental hygiene education and public health.

2. Dental Laboratory Technology

The primary objective of the dental laboratory technology program is to help provide, to the dental profession and the dental laboratory industry, dental technologists who are knowledgeable and have gained skills in their craft through classroom learning and practical application.

To accomplish the primary objective the following subobjectives have been adopted:

1. To develop the skills of the student in handling materials used in the construction of dental prosthetic appliances.
2. To provide the student with construction methods and processes that are desirable in the dental laboratory technology field.
3. To develop a working knowledge of dental terminology to be used in successive quarters and application of same to the work.
4. To develop work habits and behavior patterns required for success and advancement in the dental laboratory industry.
5. To carefully analyze the aptitudes of the student to aid her/him in areas where weaknesses prevail.
6. To stress and to develop personalities, resourcefulness, and initiative necessary for a successful career in the dental laboratory technology field.

The program was developed in cooperation with the Augusta Area Vocational Technical School in response to the need for trained dental laboratory technologists. Students enrolled in this program attend classes at the Medical College of Georgia, Augusta Area Vocational Technical School, and Augusta College.

Accreditation

The dental hygiene and dental laboratory technology programs are fully accredited by the Commission on Accreditation, American Dental Association.

Admission Requirements

Associate of Science Degree Dental Hygiene Program

- 1. Applicants must have graduated from an accredited high school or its equivalent.
- 2. The cumulative grade point average of all transfer credit should be a minimum of 2.5 (on a 4.0 system). The general policy regarding the acceptance of courses by transfer is to allow credit for courses completed with satisfactory grades ("C" or better). At the discretion of the department chairperson or program director a "D" grade may be accepted for transfer credit.
- 3. Applicants must have completed one academic year of high school biology or one course in college biology with lab.
- 4. Applicants must have completed one academic year of high school chemistry or one course in college general chemistry.
- 5. The SAT-CEEB scores. (Minimum scores should be no less than 410 on the verbal section and 410 on the math section).
- 6. A personal interview will be scheduled prior to admission.
- 7. Three letters of reference are required.
- 8. Preference is given to residents of Eastern Georgia.

Bachelor of Science Degree Dental Hygiene Program

- 1. To prepare for the baccalaureate degree program in dental hygiene, the high school student should pursue a course of study similar to the associate degree program.
- 2. In addition, applicants should have completed a minimum of 90 quarter or 60 semester hours, exclusive of physical education, from an accredited college or university. The following requirements should be met:

English and Humanities	Credit Hours
English Composition	5
English Literature	5
Speech	5
Elective (English, Religion, Humanities, Drama, Foreign Language)	5
Total	20

Math-Science

Biology with lab	5
Chemistry with lab	5
Additional Biology or Chemistry with lab	5
Math	5
Total	20

Social Science	
*U.S. History	5
*Political Science	5
Sociology	5
Elective (History, Sociology, Psychology)	5
Total	20

Major Area Electives Total 30

Electives supportive to the dental hygiene major should include additional chemistry, biology, social sciences, and education courses.

*These courses must satisfy the Georgia legislative requirements. Exemption examinations may be taken by both in and out-of-state students to satisfy the legislative requirements; however no credit is given.

- 3. The cumulative grade point average of all transfer credit should be a minimum of 2.5 (on a 4.0 system). The general policy regarding the acceptance of courses by transfer is to allow credit for courses completed with satisfactory grades ("C" or better). At the discretion of the department chairperson or program director, a "D" grade may be accepted for transfer credit. The cumulative science grade point average is also considered.
- 4. SAT-CEEB scores.
- 5. A personal interview will be scheduled prior to admission.
- 6. Three letters of reference are required.
- 7. Preference is given to Georgia residents.

Associate of Science Degree Dental Laboratory Technology

- 1. Graduate of an accredited high school or its equivalent.
 - 2. CEEB-SAT scores.
 - 3. Dexterity test (arranged by department).
 - 4. Personal interview.
- Preference will be given to applicants who have demonstrated superior academic achievements.

Application Requirements

The Admissions Committee selects the applicants who seem best qualified for the dental hygiene and dental laboratory technology from among those who apply. Application forms are available September 1st from the Office of Academic Admissions. Early application is recommended. All applications received by May 1st of the year of matriculation will be considered.

Estimated Fees and Expenses

Matriculation and other fees common to all programs are stated in the General Information Section of this catalog. Estimated additional expenses specific to dental hygiene and dental laboratory technology are as follows:

Dental Hygiene

	First Year	Second Year
Books	\$180.00	\$110.00
Field Trips	---	125.00
Instruments	280.00	25.00
Uniforms	240.00	30.00
	<u>\$700.00</u>	<u>\$290.00</u>

Dental Laboratory Technology

Books	\$100.00	\$ 60.00
Instruments/Supplies	200.00	35.00
Uniforms	25.00	---
Extramural Travel	75.00	100.00
	<u>\$400.00</u>	<u>\$195.00</u>

Financial Aid

Refer to the General Information Section of this catalog.

Curriculum

Dental Hygiene — Associate Degree Program

First Year

Fall Quarter		Credit Hours
OMD 140	Introduction to Preventive Dentistry	1
DH 100	Pre-Clinical Dental Hygiene	3
ANM 132	Anatomy and Physiology	6
DH 120	Tooth Morphology	3
BIO 131	Biochemistry for Dental Hygiene	3
DH 110	Introduction to Patient Care	3
	Total	19

Winter Quarter

	Credit Hours
DH 101	Clinical Dental Hygiene 3
DH 111	Dental Hygiene Lecture 2
BIO 132	Biochemistry for Dental Hygiene 3
DPS 121	Dental Materials 1
DH 122	Introduction to Dental Specialties/Dental Materials Lab 2
PATH 130	Pathology 4
DH 145	Interpersonal Communications and Behavior Modification 3
	Total 18

Spring Quarter

	Credit Hours
DH 102	Clinical Dental Hygiene 3
DH 112	Dental Hygiene Lecture 2
DH 123	Intramural Clinics 1
RADD 128	Dental Radiology 3
PER 160	Periodontics 2
MIB 130	Microbiology 5
OMD 140	Nutrition and Nutritional Counseling 2
	Total 18

Summer Quarter

	Credit Hours
†ENG 101	College Composition I 5
†SPC 101	Fundamentals of Speech 5
†SOC 101	Introductory Sociology 5
	15

First Year Total 70

Second Year

Fall Quarter

	Credit Hours
DH 200	Dental Hygiene Clinic 4
††DH 224	Intramural Clinic 0
*RADD 228	Radiology Technique 0
DH 241	Introduction to Public Health 3
PHM 230	Pharmacology 4
DH 250	Introduction to Educational Media 2
†ENG 102	English Composition 5
	Total 18

Winter Quarter

	Credit Hours
DH 201	Dental Hygiene Clinic 4
DH 240	Preventive Dentistry 2
OMD 220	Oral Medicine 2
DH 224	Intramural Clinics 1
*RADD 228	Radiology Technique 0
PER 261	Periodontic Seminar 2
DH 242	Public Health Field Experience 3
	Total 14

Spring Quarter

	Credit Hours
DH 202	Dental Hygiene Clinic 4
*RADD 228	Radiology Technique 1
DH 210	Ethics, Jurisprudence and Dental Hygiene Practice 2
†HIS 211	American History 5
†POL 101	American Government I 5
	Total 17

Second Year Total 49

Seven Quarter Total 119

†Augusta College.

*Course continues for three quarters. Grades are awarded at the end of the Spring Quarter.

††Course continues for two quarters. Grades are awarded at the end of Winter Quarter.

Dental Hygiene — Baccalaureate Degree Program

Junior Year

Fall Quarter		Credit Hours
OMD 340	Introduction to Preventive Dentistry	1
DH 300	Pre-Clinical Dental Hygiene	3
ANM 332	Anatomy and Physiology	6
DH 320	Tooth Morphology	3
BIO 331	Biochemistry for Dental Hygiene	3
DH 310	Introduction to Patient Care	3
Total		19

Winter Quarter		Credit Hours
DH 301	Clinical Dental Hygiene	3
DH 311	Dental Hygiene Lecture	2
BIO 332	Biochemistry for Dental Hygiene	3
DPS 321	Dental Materials	1
DH 332	Introduction to Dental Specialties/ Dental Materials Lab	2
PATH 330	Pathology	4
DH 345	Interpersonal Communications and Behavior Modification	3
Total		18

Spring Quarter		Credit Hours
DH 302	Clinical Dental Hygiene	4
DH 312	Dental Hygiene Lecture	2
DH 323	Intramural Clinics	1
RADD 328	Dental Radiology	3
PER 360	Periodontics	2
MIB 330	Microbiology	5
OMD 340	Nutrition and Nutritional Counseling	2
Total		18
First Year Total		55

Senior

Fall Quarter		Credit Hours
DH 400	Dental Hygiene Clinic	4
††DH 424	Intramural Clinic	0
*RADD 428	Radiology Technique	0
DH 441	Introduction to Public Health	3
PHM 430	Pharmacology	4
DH 450	Introduction to Educational Media	2
Total		13

Plus one of the following Career Tracks

Clinical Track		Credit Hours
DH 456	Specialty Practice I	3
Public Health Track		Credit Hours
DH 454	Educational Psychology	3
Education Track		Credit Hours
DH 454	Educational Psychology	3
Total		16

Winter Quarter		Credit Hours
DH 401	Dental Hygiene Clinic	4
DH 440	Preventive Dentistry	2
††DH 424	Intramural Clinics	1
*RADD 428	Radiology	0
PER 461	Periodontic Seminar	2
DH 442	Public Health Field Experience	3
OMD 420	Oral Medicine	2
Total		14

Plus one of the following Career Tracks

Clinical Track		Credit Hours
DH 466	Specialty Practice II	3
Public Health Track		Credit Hours
DH 444	Public Health Seminar I	3
Education Track		Credit Hours
DH 458	Educational Tests and Measurements	4

Spring Quarter		Credit Hours
DH 402	Dental Hygiene Clinic	4
*RADD 428	Radiology Technique	1
DH 410	Ethics, Jurisprudence and Practice	2
Total		7

Plus one of the following Career Tracks

Clinical Track		Credit Hours
DH 467	Specialty Practice III	5
DH 405	Dental Hygiene Practice	3
Public Health Track		Credit Hours
DH 445	Independent Study of Public Health Problems	3
HS 380	Health Care Seminar I	3
Education Track		Credit Hours
DH 455	Dental Hygiene Educational Methods and Practicum	10

*This course continues for three quarters. Grades are awarded at the end of the Spring Quarter.

††Public Health and Education Track students. Grades are awarded on completion of the course at the end of Winter Quarter.

Dental Laboratory Technology

First Year

Fall Quarter		Credit Hours
DLT 101	Physics and Chemistry of Dental Materials	5
DLT 111	Dental Materials Laboratory	3
OCC 101	Dental Anatomy and Occlusion	5
†ENG 101	College Composition I	5
Total		18

Winter Quarter		Credit Hours
OCC 102	Principles of Occlusion and Mastication	3
DLT 113	Crown and Bridge Techniques	6
DLT 112	Head and Neck Anatomy	2
†ENG 102	College Composition II	5
*DLT 233/234	Selected Topics	1-5
Total		16-21

Spring Quarter		Credit Hours
DLT 115	Disease and Contamination Prevention	1
DLT 116	Dental Ceramics	8
DLT 121	Dental History, Ethics and Jurisprudence	1
†POL 101	American Government	5
*DLT 233/234	Selected Topics	1-5
Total		15-20

Summer Quarter		Credit Hours
DLT 213	Removable Partial Dentures	8
DLT 215	Orthodontics/Pedodontics	2
†SPC 101	Fundamentals of Speech	5
*DLT 233/234	Selected Topics	1-5
Total		15-20

Second Year

Fall Quarter		Credit Hours
DLT 214	Complete Dentures	8
†HIS 211	U.S. History	5
†ECN 101	Economics I	5
†DLT 233/234	Selected Topics	1-5
Total		18-23

Winter Quarter		Credit Hours
DLT 216	Advanced Laboratory Techniques	8
DLT 221	Principles of Laboratory Management	5
*DLT 233/234	Selected Topics	1-5
Total		13-18

Spring Quarter		Credit Hours
DLT 222	Laboratory Practice	10
DLT 225	Dental Technology Seminar	5
Total		15
Second Year Total		46
Seven Quarter Total		110

†Augusta College

*Selected Topics DLT 233/234 is offered as an elective the second through the sixth quarters for those students who have completed one or more of the general education courses prior to admission.

Academic Standards

Refer to the General Information Section of this catalog.

Graduation Requirements

Refer to the General Information Section of this catalog.

Medical Record Administration

This department offers a program of studies leading to the Bachelor of Science degree in Medical Record Administration. This program was approved in 1962 by the Board of Regents of the University System of Georgia. Students are accepted after completion of two years of college. Professional educational activities are provided in the teaching hospital of the college, Talmadge Memorial Hospital, and other institutions in the city of Augusta, and hospitals in other cities in Georgia and adjoining states. Student enrollment is limited.

The professional program of the junior and senior years includes study and experience in all areas of medical record administration, statistics, medical language and fundamentals of medical science, law as it relates to health care, management, and systems and methods of processing health information.

The role of the medical record administrator is constantly changing. In order to meet new demands of health care delivery systems, special emphasis in this curriculum is placed on management and systems analysis and design, preparing the graduate to actively participate with systems engineers and other types of planners in analyzing and developing methods and procedures for processing information, both manually and using the computer.

Objectives

A medical record administrator is responsible for the development and maintenance of a system of health records which will promote the best medical care for the patient, provide training materials for interns and residents, and serve as a source of information for medical research and clinical evaluation.

As a member of the health care team, the medical record administrator works with the administrative, medical, and other professional staffs of the institution; he is concerned with the development, analysis, maintenance and use of records and reports.

The Department of Medical Record Administration of the Medical College of Georgia has as its goal the education of mature persons who are capable of utilizing the vast resources of the institution to acquire knowledge and attain professional status. The student is encouraged to set his own goals and, through faculty leadership, develop to his fullest potential. It is expected that graduates will be equipped to become productive and contributory members of the profession and the institution in which they are employed and capable of accepting the responsibilities of management and service required of them. It is hoped that graduates will acquire advanced degrees and become teachers and leaders in this challenging field of health science.

Opportunities

Although most medical record administrators are employed by hospitals, other employment opportunities are available in clinics, group medical practice, insurance companies, other health care centers and facilities, research centers, and with federal, state, and local governmental agencies.

The demand for qualified professionals is great. The number of available positions has increased due to the increase in the number and types of health care facilities and the increased complexity of health care delivery in the United States.

Accreditation

The Program in Medical Record Administration is accredited by the AMA Committee on Allied Health Education and Accreditation, in collaboration with the American Medical Record Association.

Graduates are eligible for the registration examination of the American Medical Record Association, successful completion of which entitles them to use the title "Registered Record Administrator" (RRA).

Admission Requirements

The applicant may attend any accredited college or university of his choice for the freshman and sophomore years; however, admission and academic requirements of the Medical College of Georgia must be met. Preference will be given to those applicants who have demonstrated superior ability in all academic areas. The History and Constitution and RTPE requirements for graduation as listed in the MCG general section are the responsibility of the student and should be met prior to admission.

Accepted students transfer to the Medical College program in Medical Record Administration at the beginning of the third year. Admission requirements, in addition to those listed in the General Information section, include a curriculum for the freshman and sophomore years which shows a minimum of 90 quarter hours (exclusive of Physical Education) of acceptable work as follows:

Application Procedure

Application materials may be secured from the Office of Academic Admissions. No application fee is required.

Early application is recommended. Applications for the September class should be filed at least by April of that year, and transcripts should be submitted as work is completed.

A personal interview on the MCG campus with faculty members is required and must be scheduled by the applicant. Early scheduling of interviews is recommended.

Completed applications will be reviewed and applicants notified of the final action on their applications by June 1.

Humanities	Credit Hours
*Composition	5
*Literature	5
Electives	10
(Composition, 5 hrs., and Literature, 5 hrs., are preferred.)	
Total	20

Natural Sciences	
*Mathematics	5
(To include college Algebra)	
*Two-Course sequence in Biology	10
(with Lab)	
Chemistry	5
Two-course sequence in Anatomy and Physiology (with Lab)	
	10
Total	30

Social Sciences

*History (U.S. History Recommended)	5
*Government-Political Science Electives (Choose from Philosophy, Psychology, Sociology, Economics)	5 15
Total	25

Electives

Choose from secretarial science, business correspondence, report writing, speech, art or music appreciation, history, religion, data processing, or other of choice.	15
Total	15

*Satisfies specific core curriculum requirements of the University System of Georgia.

Typing credit or proficiency must be demonstrated.

All admission prerequisite courses must be completed prior to registration in the Fall Quarter of the senior year.

The faculty of the Department of Medical Record Administration is prepared to assist prospective students in planning courses for the first two years of college.

Estimated Additional Expenses Specific to Medical Record Administration

	First Year	Second Year
Books and Supplies	\$300.00	\$250.00
Uniforms	100.00	---
Field Trips	50.00	50.00
AMRA Membership	10.00	10.00
Living Cost on Affiliation	---	300.00
Rental of Cap and Gown	---	25.00
Total	\$460.00	\$635.00

Current information about fees and expenses will be supplied with application materials.

Matriculation and other fees are stated in the General Information section of this Catalog.

Special Fees and Expenses

The student should make provision for living expenses for six (6) weeks while on affiliation with hospitals outside the city of Augusta.

Students are encouraged to attend professional meetings for which they will bear the expense of travel, room and board, and registration fee. Such meetings do not usually last more than two days. All students are

expected to join the American Medical Record Association; membership includes a subscription to **Medical Record News**.

Financial Aid

The American Medical Record Association has limited funds for loans to senior students in this program. Information may be secured from the office of the chairman of the Department of Medical Record Administration. For information on other funds available, see the General Information section.

Curriculum

At the beginning of the third year of college the student enters the program at the Medical College of Georgia. Organized courses are described below; in certain instances a block of time is designated "to be determined" and will be used in augmenting work in Directed Practice and/or Computer Applications or other courses. Directed practices are planned in several hospitals, principally at Talmadge Memorial Hospital and the Veterans Administration Medical Center, teaching hospitals for the Medical College of Georgia. Only grades of "C" or above are acceptable in professional courses.

The professional needs of the Medical Record Administration are changing with new developments in the health care delivery system in the United States. The curriculum is constantly being evaluated and revised as necessary to meet these needs. The faculty reserves the right to make curricular adjustments as necessary to assure that students are adequately prepared at graduation.

The curriculum which follows is representative of the distribution of courses offered in this program. One should write to the Department of Medical Record Administration for a current revised curriculum prior to submitting an application for admission.

Junior Year

Fall Quarter		Credit Hours
*HS 380	Health Care Seminar	2
MRA 301	Medical Terminology I	3
MRA 310	Theory of Medical Record Administration I	4
MRA 319	Principles of Management	3
	To be determined	5
Total		17

Winter Quarter		Credit Hours
MRA 302	Medical Terminology II	3
MRA 320	Organization & Administration I	4
MRA 340	Directed practice I	2
MRA 341	Directed practice II Laboratory	2
	To be determined	5
		Total 16

Spring Quarter		Credit Hours
*HS 445	Applications in Health Information Systems I	5
MRA 401	Fundamentals of Medical Science I	5
MRA 410	Theory of Medical Record Administration II	6
MRA 420	Organization & Administration II	4
		Total 20
Years Total Credit Hours		53

Senior Year

Fall Quarter		Credit Hours
*HS 446	Applications in Health Information Systems II	4
*HS 450	Elementary Medical Statistics	3
MRA 402	Fundamentals of Medical Science II	5
MRA 411	Theory of Medical Record Administration III	5
MRA 422	Legal Concepts for the Health Fields	3
MRA 440	Directed Practice III Laboratory	3
		Total 23

Winter Quarter		Credit Hours
*HS 447	Applications in Health Information Systems III	5
MRA 431	Research Design & Methodology	5
MRA 441	Directed Practice IV Laboratory	5
		Total 15

Spring Quarter		Credit Hours
MRA 421	Organization & Administration III	4
MRA 425	Seminar	3
MRA 442	Directed Practice V	8
		Total 15
Years Total Credit Hours		52

*See course offerings for Health Systems Information

Academic Standards

Failure to achieve a grade of “C” in sequenced courses may be cause for suspension from the program. See the General Information Section for readmission procedures.

Medical Technology

Medical Technology is an established allied health profession that assists in patient diagnosis and monitoring of treatment through laboratory application of biological, chemical, immunologic and microscopic study of body fluids and tissues.

The medical technologist is in a unique position: The areas of his or her activities, while being predominantly intellectual, require the ability to utilize specialized technological and manual skills.

The Medical College of Georgia campus affords a university environment in which to acquire the essential knowledge and abilities. Faculty is available to provide expertise in all areas; the affiliated hospitals provide a wide variety of learning experience for the students as well as the opportunity to interact with other members of the health team.

Objectives

The primary objectives of the Department of Medical Technology are to assist students in their achievement of entry level competency in the profession and in the definition of their future professional goals as medical technologists.

A primary goal of the program is to encourage a graduated academic experience, so that the student can gain increasing confidence and competence in the variety of subjects which have to be mastered in order to engender the best in patient care. Continued revision of the curriculum permits an emphasis on specific areas of student interest and projected professional needs.

Accreditation

The Department of Medical Technology is accredited by the Council on Medical Education of the American Medical Association in collaboration with the national Accrediting Agency for Clinical Laboratory Sci-

ences. Upon successful completion of the program, graduates are eligible for certification by examination by the National Certification Agency for Medical Laboratory Personnel and/or the Board of Registry of the American Society of Clinical Pathologists.

Admission Requirements

Admission and academic requirements of the Medical College of Georgia must be met. Applicants may attend any accredited college or university of their choice for the freshman and sophomore years. Accepted students transfer to the Medical College of Georgia program in Medical Technology at the beginning of their third year. Preference will be given to those applicants who have demonstrated superior ability in all academic areas. A personal interview is also required of all applicants.

Admission requirements, in addition to those listed in the General Information section, include a minimum of 90 quarter hours of acceptable work, exclusive of Physical Education. All applicants must satisfy the U.S. and Georgia History and Constitution requirements by examination or academic courses; it is the responsibility of each student to make the necessary arrangements prior to enrollment at the Medical College of Georgia.

Core requirements for admission to the junior year include:

Area I—English-Humanities	Quarter Hours
Composition	5
Literature or Humanities	5
Electives:	10
(Chosen from: art; English; foreign language(s); humanities; literature; philosophy; religion; or speech)	
Total	20

Area II—Natural Sciences*	Quarter Hours
Math	10
Chosen from: Algebra; statistics; pre-calculus; or analytical geometry. A course in statistics is recommended	
Chemistry, General Inorganic	10
Hours Required	20

Area III—Social Sciences	
**History	5
**Political Science	5
Electives:	10-20
(A course in psychology is strongly recommended. Other electives may be chosen from: Anthropology; ethics; geography; history; philosophy or political science.)	
Hours Required	20

Area IV—Major Area*

A. Biology	
Anatomy and/or Physiology	5-10
Electives:	5-10
(Chosen from: general biology; ecology; immunology; genetics; histology; microbiology; parasitology; or zoology)	
B. Chemistry	
Chemistry, Organic	5
Chemistry, Qualitative Analysis or Quantitative Analysis	5
C. Elective	5
Choose one course from: Physics, Physical Sciences, or Medical Physics	
Hours Required	30
Total Hours Required	90

*Courses must be acceptable toward a science major.
**These courses must satisfy the Georgia legislative requirements. Exemption examinations may be taken by in- and out-of-state students to satisfy these requirements.

Application Procedures

Application forms with instructions for completing the admission procedure may be obtained from the Office of Academic Admissions. Although early application is encouraged, preferably prior to April 15th, applications will be accepted until August 1st for the entering September class. Applications received after this time will be considered on an individual basis. No application fee is required.

Students begin their senior year summer quarter. When notified of acceptance, the applicant is requested to accept or decline the appointment in writing to the Department of Medical Technology no later than six weeks prior to the intended admission date.

Estimated Fees and Expenses Specific to Medical Technology

	First Year	Second Year
*Books and Supplies	\$225.00	\$295.00
**Uniforms, Lab Coats	25.00	110.00
Total	\$250.00	\$405.00

*Matriculation and other fees are stated in the General Information section of this Catalog.
**Lab coats are to be worn in the student laboratories at all times.
During Clinical Practicum — Senior Year — female students are required to wear white uniforms and white shoes; male students are required to wear shirts with tie, trousers, and short white lab coats.

Financial Aid
Refer to General Information section of this Catalog .

Curriculum
The curriculum covers the junior and senior years, a seven quarter course of study, leading to the Bachelor of Science degree with a major in medical technology.
Classroom and laboratory experiences are provided on the Medical College campus. Clinical experiences are planned at several hospitals, principally at the Talmadge Memorial Hospital and the University Hospital, Augusta, Georgia, and the Dwight D. Eisenhower Army Medical Center, Fort Gordon, Georgia where the student obtains a broad base of experiences in a variety of practical settings.

	Credit Hours
Courses scheduled from the following:	
*CMB 310 Introductory Microbiology	5
*CMB 345 Biochemistry	5
**HS 310 Introduction to Management	3
**HS 450 Elementary Medical Statistics	3
MTC 302 Laboratory Medicine Case Presentation	1
MTC 303 Laboratory Medicine Case Presentation	1
MTC 304 Laboratory Medicine Case Presentation	1
MTC 305 Laboratory Medicine Case Presentation	1
MTC 307 Introduction to Medical Technology	1
MTC 308 Venipuncture Technique	2
MTC 309 Education	1
MTC 348 Medical Mycology	5
MTC 349 Medical Parasitology	3
MTC 363 Urinalysis and Fluids	3
MTC 366 Clinical Chemistry I	5
MTC 368 Statistics Laboratory	1
MTC 370 Introductory Microbiology Lab	2
MTC 375 Basic Immunology	5
MTC 381 Clinical Hematology I	6
MTC 391 Techniques of Management	2
MTC 394 Directed Individual Study	(TBA)
MTC.395 Directed Individual Study — Blood Bank	(TBA)
MTC 396 Directed Individual Study — Chemistry	(TBA)
MTC 397 Directed Individual Study — Hematology	(TBA)
MTC 398 Directed Individual Study — Microbiology	(TBA)

MTC 399	Directed Individual Study — Instrumentation	(TBA)
***MRA 303	Medical Terminology	2

Senior Year		
Courses scheduled from the following: Credit Hours		
MTC 440	Clinical Chemistry II	5
MTC 441	Clinical Chemistry Laboratory	4
MTC 442	Clinical Practicum Chemistry	10
MTC 448	Diagnostic Microbiology II	9
MTC 449	Clinical Practicum Microbiology	10
MTC 460	Advanced Instrumentation	7
MTC 472	Immunohematology Related to Transfusion Service	9
MTC 473	Clinical Practicum Blood Bank	10
MTC 474	Diagnostic Immunology	4
MTC 481	Clinical Hematology II	9
MTC 482	Clinical Practicum Hematology	10
MTC 493	Medical Technology Seminar	1
MTC 494	Directed Individual Study	(TBA)
MTC 495	Directed Individual Study — Blood Bank	(TBA)
MTC 496	Directed Individual Study — Chemistry	(TBA)
MTC 497	Directed Individual Study — Hematology	(TBA)
MTC 498	Directed Individual Study — Microbiology	(TBA)
MTC 499	Directed Individual Study — Instrumentation	(TBA)

*See School of Medicine Course Descriptions.
**See Program in Health Systems and Information Sciences
***See Medical Record Administration Course Descriptions

Years Total Credit Hours
All students must satisfy the three-year requirement of the Registry of Medical Technologists of the American Society of Clinical Pathologists before admission to senior standing. These requirements include a minimum of 24 quarter hours of chemistry and 24 quarter hours of biology.

Academic Promotion and Graduation
Students are referred to the MCG Catalog — General Information section, for further policies and procedures concerning academic probation and academic suspension.
Promotion of the student from one year to the next in the program is dependent upon the satisfactory completion of each year's work. Promotions are considered

on the basis of recommendations by individual instructors or departmental evaluations, and on the student's total record.

All students must earn a "C" or better in each course, unless otherwise indicated, in order to continue in the professional program.

The faculty has the obligation and right to determine the methods of evaluation, and to evaluate each student individually in compliance with Medical College of Georgia and departmental guidelines. Major area examinations are required at the end of the fourth year for review and self-evaluation.

Master of Health Education

The Department of Medical Technology provides an educational program offering courses at the graduate level to prepare participants for careers in more highly skilled clinical practice, teaching, and administration. Upon completion of requirements, candidates are awarded the degree of Master of Health Education. (For details refer to School of Graduate Studies section of this *Catalog*.)

Occupational Therapy

General

Occupational therapy is a health profession which contributes to the physical and emotional independence and well-being of an individual through the use of selected activities. The focus of occupational therapy is meaningful involvement in problem-solving tasks and productive performance to promote and maintain health, evaluate behavior, diminish dysfunction and pathology, and enhance the capacity to function with satisfaction to self and others.

The frame of reference of occupational therapy is derived from the biological and behavioral sciences with particular emphasis on those aspects related to man's acquisition and integration of behavior necessary for self-care, productivity and social development.

The functions of occupational therapists are to:

- A. Serve the individual client or patient by:
 1. Assessing his performance capacities and deficits.
 2. Selecting tasks or activity experiences appropriate to his defined needs and goals.
 3. Facilitating and influencing his participation and investment.
 4. Evaluating his response, assessing and measuring change and development.

5. Validating assessments, sharing findings and making appropriate recommendations.

- B. Provide consultative services in relation to the profession and its functions.
- C. Provide administrative and supervisory leadership for occupational therapy programs.
- D. Facilitate and participate in community health care planning and activities.
- E. Promote, plan, implement and conduct research for the benefit of the public and the growth of the profession.

Upon referral from qualified physicians and others in the broader health care community, the registered occupational therapist may focus on one or more of the following:

Prevention and Health Maintenance, which has as its purpose the fostering of normal development, sustaining and protecting existing functions and abilities, preventing disability and/or supporting levels of restoration or change.

Remediation, which focuses on the reduction of pathology or specific disability, providing task and activity experience which may diminish the particular impairment, restore or develop the individual's capacity to function.

Daily Life Tasks and Vocational Adjustment, which are primarily concerned with work adaptation and work role adjustment and where the tasks chosen are those which will promote and teach independent functioning, develop and enhance the ability to work and/or fulfill age-specific life tasks and roles.

Objectives

Education

To educate occupational therapists with the following characteristics:

1. Knowledgeable in the theory and application of techniques and skills of the profession in any environment.
2. A questioning attitude toward the theory and application of the knowledge of the profession.
3. Ability to interact with others in a manner which promotes collaboration, cooperation and consultation.
4. Self-directed to increase knowledge and awareness of the environmental factors which require updating techniques and skills to keep abreast of a dynamic profession.

Service

The Occupational Therapy Department has the responsibility of providing direct and consultative services to the community. This service shall demonstrate the effectiveness of multiple approaches to problems

and possible resolutions. All services shall demonstrate high standards of treatment and personal and professional ethics. The occupational therapy department will demonstrate responsible action toward accommodating and influencing the changing systems of health care delivery.

Research

Within the framework of the stated purpose of research at the Medical College of Georgia, this department will encourage and seek support for research in the areas of prevention, restoration and maintenance of the individual's functional capacity consistent with his life style and as these are related to education and health care delivery in hospital and community.

Accreditation

The curriculum in occupational therapy at the Medical College of Georgia is accredited by the American Occupational Therapy Association and the Committee on Allied Health Education and Accreditation of the American Medical Association.

A Bachelor of Science degree is awarded upon successful completion of the curriculum and fulfillment of the requirements of field work. The graduate is then recommended to sit for the national certification examination leading to admission to the National Registry maintained by the American Occupational Therapy Association.

Graduates are eligible to apply for licensure which is required in Georgia and some other states.

Admission Requirements

Applicants may attend any accredited college or university of his choice for the freshman and sophomore years; however, all requirements of the Medical College of Georgia must be met.

To be considered for admission to the program the applicant must have completed 90 quarter hours (60 semester hours) exclusive of physical education with a minimum grade point average (on a 4.0 system) of "C" (2.0) overall; should have a "C+" (2.5) in the sciences and a total score of 850 on the Scholastic Aptitude Test or its equivalent on another standardized aptitude test.

The following subjects or subject areas are to be included in the students pre-professional course work:

Humanities	Credit Hours
Grammar and Composition	5
Literature	5
Electives	10
Total	20

Natural Sciences

Biology sequence (with lab)	10
General Chemistry (with Lab)	5-10
Physics/Physical Sciences	5
Mathematics	5
Total	25-30

Social Sciences

History	5
Political Science	5
General Psychology	5
Abnormal Psychology	5
Sociology	10
Total	30

Electives

It is suggested that some electives be taken in fine and applied arts; manual arts; home economics; and/or additional sciences.

Total 10-15

Prior to graduation students must satisfy the Georgia legislative requirements for U.S. and Georgia History and Constitution by course work or examination.

Interested applicants should contact the Medical College of Georgia, School of Allied Health Sciences, Department of Occupational Therapy as early in their academic program as possible.

Application Procedures

Application forms with instructions for completing the admission procedure may be obtained from the Office of Academic Admissions.

Early application is recommended. No application fee is required.

1. Students may begin the program in June or September and graduate in June or September. It is best to complete all application requirements by February 15 of the year in which one is applying for June admission or by April 15 of the year in which one is applying for September admission. Applications completed after April 15 will be considered on a space available basis.
2. Have a personal interview with the department admissions committee prior to April of the year one is applying for fall admission.
3. Applicants are encouraged to visit occupational therapy clinical programs.

Estimated Additional Expenses*
Specific to Occupational Therapy

	First Year	Second Year
Books and Supplies	\$300.00	\$175.00
Uniforms	75.00	---
Field Trips and Travel	85.00	500.00
Total	\$460.00	\$675.00

*Matriculation and other fees are stated in the General Information section of this Catalog.

Financial Aid

In addition to the sources of financial aid available to all college students, there are some sources available specifically for students enrolled in both the baccalaureate and graduate occupational therapy curricula. For information on these sources contact: Chairman, Department of Occupational Therapy, Medical College of Georgia.

Curriculum

The curriculum allows students several options in planning a course of study and includes a variety of electives. Such flexibility offers the student the opportunity to design a program specific to individual needs and to select a specialized fieldwork setting.

The occupational therapy curriculum is designed as a continuum of learning experiences so organized as to facilitate the personal and professional growth of the student. While the main objective of the program is to prepare the student to function as a clinician, because of the nature of the profession he must be exposed to concepts of education, research and management.

The curriculum has three major components: human biology, the developmental process and interruptions to the process, and alternatives to dysfunction.

The human biology component serves as the basic structure from which the student derives knowledge and understanding of the body and its systems. The human development component serves to identify those aspects of most concern to occupational therapy and as a vehicle for analysis of the activities in which man engages at various ages and stages of life. Concurrently, disease and dysfunction in man is studied with the major emphasis on contemporary health problems and issues.

Laboratory, clinical and community experiences are utilized extensively throughout the curriculum to provide for active involvement of the student in his learning. Major emphases are one the social-cultural milieu

of the community and examination of the development of the individual's capacities and roles in the family, school and community. The adaptation and modification of activities, design of adaptive equipment and devices, prosthetics and orthotics is included in the laboratory and field experiences.

A minimum of six months full-time field work experience is required. These placements begin the summer quarter following the junior year and continue throughout the senior year.

The final quarter of the senior year includes the study of special problems, principles of management, an independent study and an introduction to research design and methodology.

Required Courses

*ANM 330-331	Anatomy
*PHY 311-312	Physiology
**HS 455 or OTH 455	Research Management
**HS 310 OTH 300	Foundations of Occupational Therapy
OTH 301	Human Development
OTH 302	Basic Principles of Occupational Therapy
OTH 303	Activities of Childhood and Adolescence
OTH 305	Activities of Adulthood
OTH 310	Introduction to Dysfunction
OTH 312	Concepts of Dysfunction
OTH 332	Kinesiology
OTH 400	Occupational Therapy Applied to Psycho-social Dysfunction
OTH 401	Psycho-social Field Work Experience
OTH 405	Occupational Therapy Applied to Developmental Disabilities
OTH 410	Occupational Therapy Applied to Physical Dysfunction
OTH 411	Physical Dysfunction Field Work Experience
OTH 415	Consulting and Advocacy Principles for Occupational Therapy
OTH 430	Special Problems
OTH 440	Independent Study
OTH 450	Specialized Field Work Experience

Elective Courses

OTH 416	Occupational Therapy in Public Health
OTH 417	Occupational Therapy in Gerontology

OTH 418	Occupational Therapy in the School Systems
OTH 419	Occupational Therapy in Community Agencies
OTH 420	Occupational Therapy in a Specialized Setting
OTH 425	Learning Theories
**HS 180-380	Health Care Seminar

*See School of Medicine Course Description.
**See Health Systems and Information Sciences Course Descriptions.

Special Needs

Students who are accepted to the program must be prepared to travel to facilities throughout the South-east United States to complete the full-time field work requirements in the senior year of study. Some travel may also be required to facilities in Georgia and South Carolina during the junior year. Financial assistance for these additional expenses cannot be guaranteed although every effort will be made to assist students with major financial problems.

Academic Promotion and Graduation

See the General Information section of this **Catalog** for academic probation and suspension policies.
A student who earns less than a "C" in any course will be suspended. A student suspended for academic reasons may reapply following standard admission procedures.

Opportunities

The registered occupational therapist works in neighborhood health centers, special schools, public health and other community agencies, nursing homes, general and special hospitals, clinics and rehabilitation centers as well as in private practice and in colleges and universities.
There is an acute shortage of registered occupational therapists. Thousands of positions at all levels are waiting to be filled and new positions are being created.

Master of Health Education

The Department of Occupational Therapy provides an educational program at the graduate level to pre-

pare occupational therapists for careers as a more highly skilled practitioner, clinical educator or academic educator. The applicant must have at least one year of experience as a practicing occupational therapist and a minimum total score of 1000 on the Aptitude Test on the Graduate Record Examination. Upon completion of requirements candidates are awarded the degree Master of Health Education.
For details refer to School of Graduate Studies section of this **Catalog**.

Physical Therapy

General

Physical Therapy is one of the allied health professions dedicated to the rehabilitation of handicapped individuals. As a member of the health team the physical therapist utilizes a variety of therapeutic measures to help the patient regain the maximum amount of function possible within the limits of his disability. The physical therapist must be able to determine the extent of functional loss then plan and implement and appropriate therapeutic program. Physical therapists must also be able to perform as administrators, researchers, consultants, and occasionally as educators. The physical therapist has completed a four year program leading to a Bachelor Science in physical therapy.
The physical therapist assistant works within a physical therapy service administered by a professional physical therapist. The assistant functions as a physical therapy team member who contributes to total patient care by performing routine treatment procedures in accordance with planned programs, and by assisting the physical therapist in carrying out complex procedures and programs. He also carries out designated tasks which are required for the efficient operation of the physical therapy service. The physical therapist assistant performs his duties under the guidance and supervision of the physical therapist to whom he is directly responsible. The physical therapist assistant is a graduate of a two year program with an Associate of Science degree in physical therapy.
The Department of Physical Therapy also provides an educational program at the graduate level to prepare participants for careers in clinical and academic education. Upon completion of requirements, candidates are awarded the degree Masters of Health Education. For details refer to the School of Graduate Studies section of this **Catalog**.

Objectives

Physical Therapy

The goal of the baccalaureate physical therapy curriculum is to provide learning experiences necessary for each student to acquire the knowledges and develop the skills to meet the physical therapy needs of society today and tomorrow, and to be a contributing member of society.

Upon completion of the educational program the graduate will be able to function as a provider of health services within the scope of the physical therapy profession. The graduate will: seek out opportunities to continue the development of humanistic qualities and scientific abilities striving for excellence in personal and professional activities; be sensitive to the needs of each individual as well as to the changing health needs of society as a whole; maintain a flexible attitude towards new developments; and participate in the improvement of physical therapy practice.

More specifically, the graduate should be able to exhibit the following competencies:

- I. As a provider of indirect physical therapy services, the graduate should be able to:
 - A. determine the physical therapy needs of any patient referred for treatment;
 - B. develop a plan of action for treatment;
 - C. implement a plan of treatment utilizing exercise, physical agents, assistive and supportive devices, and other treatment procedures;
 - D. reassess the treatment plan and modify it as appropriate;
 - E. evaluate, interpret and respond to changes in the patient's physiological state;
 - F. recognize and respect individual, cultural, socio-economic, and religious differences in people;
 - G. recognize and understand one's own personal reactions to illness and disability and develop appropriate personal behaviors;
 - H. recognize and respond appropriately to the frustration, anxiety and other distress a patient and his family may suffer as a result of illness, disability and the process necessary for treatment or prevention of health problems;
 - I. recognize and respond appropriately to the mechanisms used by patients and their families to cope with psycho-social distress associated with health problems;
 - J. interact with patients and their families in a manner which provides the desired psycho-social support;
 - K. demonstrate competence in appropriate and effective written, oral and non-verbal com-

munication with patients and their families, colleagues and the public; and

- L. adhere to safe, ethical and legal practice.
- II. As an administrator the graduate will manage a physical therapy service by applying the administrative principles of planning, organization, supervision, control and evaluation.
- III. As an educator the graduate will apply basic educational concepts of learning theories, designing, implementing and evaluating learning experiences in order to teach patients and families, and to design and implement community education and inservice programs.
- IV. As a researcher the graduate will apply the basic principles of statistics and research methodology to read and interpret professional literature, participate in clinical research activities and critically analyze new concepts and findings provided by others.
- V. As a consultant the graduate will affect the quality of health by describing elements of health care systems and defining the role and scope of physical therapy within those systems, defining issues and problems in the health care systems and functioning effectively with other health care professionals.
- VI. As a professional the graduate will recognize that professional education is a continuing process and assumes responsibility for personal professional growth and development.

Physical Therapist Assistant

The goal of the physical therapist assistant program is to provide learning experiences which will enable the student to acquire the knowledges and develop the skills necessary for effective function as a physical therapist assistant and to be a contributing member of any physical therapy service.

More specifically, as a provider of direct physical therapy services the graduate should be able to:

1. Recognize his own limitations and seek assistance when indicated.
2. Prepare patients, treatment areas and equipment in a manner that assures the patient's dignity, safety and privacy.
3. Implement a treatment program by using exercises, physical agents, assistive and supportive devices, and other treatment procedures and equipment designed to:
 - a. maintain and restore strength, endurance, coordination, relaxation and range of motion
 - b. promote healing
 - c. relieve pain
 - d. improve functional level
4. Teach the patients, families and other health workers to perform selected treatment procedures and functional activities.

5. Assist the physical therapist in performing complex treatment procedures.
6. Perform and record simple standardized assessment procedures and record results of tests and evaluations performed by the physical therapist.
7. Modify treatment techniques as indicated.
8. Respond to acute changes in physiological state.
9. Demonstrate competence in appropriate and effective written, oral and non-verbal communication with patients and their families, colleagues and the public.
10. Recognize and respect individual, cultural, socio-economic and religious differences in people.
11. Interact with patients and their families in a manner which provides the desired psycho-social support.
12. Respond to the needs for psycho-social support through recognition and understanding of one's own personal reactions to illness and disability and developing appropriate personal behaviors.
13. Respond to the needs for psycho-social support through recognition and understanding of the frustration, anxiety and other distress a patient and his family may suffer as a result of illness and disability and respond appropriately.
14. Recognize the ways in which individual patients and their families cope with the psycho-social distress associated with health problems and respond appropriately.
15. Interpret for others his scope and function as a technical worker.
16. Adhere to safe, ethical and legal practice.
17. Understand basic concepts related to the health care system including, but not limited to: quality care, governmental agencies, private sector, role of other health providers, health care facilities, issues and problems.
18. Understand basic principles of administration including but not limited to: organizational structure, planning, time management, supervisory process, performance evaluations, policies and procedures, fiscal management.

Masters of Health Education

The objective of the program is to prepare academic and clinical faculty for Associate Degree and Baccalaureate Degree programs in Physical Therapy. The curriculum provides an educational program at the graduate level that will permit students who have completed their education as a physical therapist to structure a graduate program to meet their specific needs and objectives as more highly skilled educators and practitioners.

Accreditation

The Bachelor of Science degree program curriculum has been accredited by the American Physical Therapy Association. Graduates are eligible for the licensing examination required for the practice of physical therapy.

The Associate of Science degree program has been accredited by the American Physical Therapy Association. Graduates are eligible for the licensing examination required for the practice of physical therapy.

Academic Promotion and Graduation

Refer to the General Information Section of this catalog.

Final grades for all academic courses and units taught by the physical therapy faculty are given on an A, B, C, or F scale. The grade of "D" is not acceptable in the physical therapy department and will not be awarded in physical therapy courses or units.

The grade of "D" is not acceptable in any course taught by MCG faculty. If a student earns a "D" in a course taught outside of the Department of Physical Therapy, the grade will be considered a failing grade and the student earning the "D" is subject to dismissal from the program.

Each student must meet the minimum level of proficiency established for each course or unit. Minimal level of proficiency will usually be at the 75 or 80% level (as specified by each instructor) of correct responses in written, oral, and/or practical examinations plus satisfactory completion of all other course requirements. This applies to all courses taught by the physical therapy faculty.

Satisfactory progress through the curriculum is dependent on consistent satisfactory completion of each course/unit at the time the course/unit is offered.

Incompletes may be given in any course or unit under extenuating circumstances at the discretion of the instructor(s). Incompletes must be made up in accordance with MCG policy.

Any student who earns a grade of "F" in any course or unit is subject to dismissal from the program.

Non-Academic Exclusion

Any student may be denied permission to continue enrollment in the Department of Physical Therapy if in the opinion of the faculty, the student's knowledge,

character or mental or physical fitness cast grave doubts upon his/her potential capacities as a physical therapist assistant, physical therapist, or physical therapy educator.

Financial Aid

Refer to General Information Section of this catalog. In addition to the sources of financial aid available to all college students there may be aid available specifically for students enrolled in the undergraduate or graduate physical therapy curriculum. For information on these sources contact: Chairperson, Department of Physical Therapy, Medical College of Georgia.

Associate of Science Degree

Admission Requirements

Applicants may attend any accredited college or university of their choice for the freshman year; however all requirements of the Medical College of Georgia must be met. Preference will be given to those applicants who have demonstrated superior academic ability. Prospective applicants are encouraged to contact the Department of Physical Therapy early in their academic careers to insure their completing the necessary prerequisites. Accepted students are admitted to the program at the beginning of fall quarter each year.

Specific Requirements

The curriculum for the freshman year must show a minimum of 45 quarter hours of acceptable work including the following courses:

Area I—Humanities	Hours
Composition	5
Humanities	5
Total	10

(Select from courses in art, creative writing, humanities, languages, literature, music, religion, journalism, and speech.)

Area II—Mathematics and Natural Sciences

	Hours
Physical Science	5
General Biology (with lab)	5
Total	10

Area III—Social Sciences

	Hours
Psychology	5
History	5
Political Science	5
Total	15

Area IV—Major Area (Electives) Total 10 Hours
(Select from any areas of interest. The Department of Physical Therapy encourages flexibility in meeting admission requirements. Students are encouraged to take courses in a broad spectrum rather than concentrate all their efforts in the sciences.)

Application Procedures

Application forms and instructions should be obtained from the Office of Academic Admissions.

Applications should be submitted between January 1 and May 14 of the year of anticipated enrollment. Early application is recommended. A transcript should be sent at the end of each quarter as it is completed. No application fee is required.

1. Applications must be filed no later than May 15 of the year in which one is applying for admission in September.
2. A personal interview with members of the department will be scheduled for the prospective student after application and transcripts have been filed.
3. Applicants must have completed at least 45 quarter hours (30 semester hours) exclusive of physical education with a minimum grade point average (on a 4.0 system) of C (2.0) overall and a minimum grade of C in all mathematics and science courses.
4. A grade of D is not readily transferable and is accepted only at the discretion of the department. Class size is limited and not all applicants who meet minimum admission requirements may be selected. Selection of applicants begins in May of each year.

**Estimated Additional Expenses*
Specific to Physical Therapist Assistant**

Students who are accepted into the program must be prepared to travel to facilities throughout the United States to complete the clinical practicum during the sophomore year of study.

Sophomore Year	
Books	\$250.00
Uniforms	125.00
Travel	1000.00
Students Liability Insurance	15.00
Total	\$1390.00

*Matriculation and other fees stated in General Information section, main Catalog.

Financial assistance for these additional expenses cannot be guaranteed although every effort will be made to assist students with major financial problems.

Curriculum

At the Medical College of Georgia, physical therapist assistants' education involves a 13 months (5 quarter) course of study after completion of one year of study at an accredited college of the student's choice.

The curriculum covers the sophomore year only, leading to an Associate of Science degree with a major in physical therapist assistant. Integrated within the thirteen months of classroom and laboratory experiences is student participation in internships at clinical facilities in various parts of the country.

The curriculum has been planned in accordance with the standards for physical therapist assistant education as established by the American Physical Therapy Association.

Starting with the fall quarter of the sophomore year the curriculum is divided into a unit system rather than quarters. Therefore, the student's time off is scheduled between units and may differ from that scheduled for the rest of the School of Allied Health Sciences. For a better understanding of this **Catalog**, however the courses have been outlined in quarters.

Sophomore Year

Fall Quarter	Credit Hours
PTA 202 Functional Anatomy & Physiology	10
PTA 203 Introduction to Health Care	3
PTA 220 Topics in Physical Therapy I	3
PTA 240 Clinical Practicum I	1
Total	17

Winter Quarter	Credit Hours
PTA 221 Topics in Physical Therapy II	11
PTA 241 Clinical Practicum II	1
Total	12

Spring Quarter	Credit Hours
PTA 222 Topics in Physical Therapy III	11
PTA 242 Clinical Practicum III	2
PTA 230 The Helping Relationship	2
Total	15

Summer Quarter	Credit Hours
PTA 223 Topics in Physical Therapy IV	7
PTA 243 Clinical Practicum IV	4
PTA 231 The Health Care System	3
Total	14

Fall Quarter	Credit Hours
PTA 244 Clinical Practicum V	4
Total Credit Hours	62

Bachelor of Science Degree

Admissions Requirements

Applicants may attend any accredited college or university of his choice for the freshman and sophomore years; however, all requirements of the Medical College of Georgia must be met. Preference will be given to those applicants who have demonstrated superior ability in all academic areas. In planning his course work for the first two years, the student should provide himself with a broad base of experiences to help him identify his areas of interest and competence as well as to give him a wide background to meet the varied challenges of modern society. Physical therapy is a profession which requires a knowledge of human behavior, physical and psychological, as well as a knowledge of man's history, literature, art, music, communicative skills, society past and present, economic problems, educational patterns and business methods. Prospective applicants are encouraged to contact the Department of Physical Therapy early in their academic careers to insure their completing the necessary prerequisites. Accepted students are admitted to the program at the beginning of fall quarter each year.

Specific Requirements

The Department of Physical Therapy encourages flexibility in meeting their requirements. In addition to

the general admission requirements listed by the Medical College, School of Allied Health Sciences, the students are encouraged to take courses that interest them. Course work should include the following:

Area I—Humanities	Credit Hours
Composition	5
Literature	5
Humanities	10
Total	20

(Select from courses in art, creative writing, humanities, languages, literature, religion, journalism, and/or speech.)

Area II—Mathematics and Natural Sciences

Mathematics	5
(Select courses from college algebra, trigonometry, pre-calculus, or advanced mathematics.)	

Chemistry

(The chemistry requirement may be satisfied, if the student has a high school course in which C or better was earned. However, if the student had no high school chemistry, one college course with a laboratory will be required.)

Physics	10-15
(Select a minimum of two courses with laboratories covering mechanics and electricity. Other laboratory courses may include heat, light, sound, and magnetism.)	

Biological Sciences	15
(Select laboratory courses only in general biology, microbiology, zoology (vertebrate preferred), comparative anatomy, embryology, and genetics. Only one botany course with laboratory accepted in this area.)	
Total	30-40

Area III—Social Sciences

History	5
Political Science (Government)	5
Psychology	10
Electives	10
Total	30

(Select courses from anthropology, criminology, geology, geography, economics, philosophy, psychology and sociology.)

Area IV—Major Area

Select from any areas of interest. Students are encouraged to take courses in a broad spectrum rather than concentrate all their efforts in the sciences.

Total	10
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Application Procedures

Application forms with instructions for completing the admission procedure may be obtained from the Office of Academic Admissions.

Applications should be submitted between September 1 and March 15 previous to anticipated enrollment. Early application is recommended. Applicants should submit a list of current and/or planned courses and credits. A transcript should be sent at the end of each quarter as it is completed. No application fee is required.

1. Applications must be filed no later than March 1; all procedures must be completed by March 15 of the year in which one is applying for admission in September.
2. The Department of Physical Therapy requires a personal interview as part of the application procedure. Due to the large number of qualified applicants, not all applicants are invited to interview. Interviews are scheduled monthly from January through March.
3. Applicants must have completed at least 90 quarter hours (60 semester hours) exclusive of physical education with a minimum grade point average (on a 4.0 system) of C (2.0) overall and C+ (2.5) in the sciences and mathematics.
4. A grade of D is not readily transferable and is accepted only at the discretion of the department.

Selection of applicants who meet admission requirements begins in March of each year. Applicants will be notified of the final action on their application in May.

Estimated Additional Expenses* Specific to Physical Therapy

Students who are accepted into the program must be prepared to travel to facilities throughout the United States to complete the internship requirements during the senior year of study.

Some travel will also be required to facilities in Georgia and South Carolina during the junior year.

	Junior Year	Senior Year
Books	\$300.00	\$ 200.00
Uniforms	100.00	40.00
Travel	100.00	1,300.00
Student Liability		
Insurance	15.00	15.00
Total	\$515.00	\$1,555.00

*Matriculation and other fees stated in General Information section.

Financial assistance for these additional expenses cannot be guaranteed although every effort will be made to assist students with major financial problems.

Curriculum

The curriculum covers the junior and senior years including the intervening summer leading to a Bachelor of Science degree with a major in physical therapy. A detailed study of normal human function, structures, and systems is followed by a study of the various pathological conditions which interfere with function and the medical, surgical and therapeutic procedures which are utilized to enable the patient to regain the maximum amount of function possible. Students are also introduced to basic research procedures, supervisory and management activities and educational systems in health care.

Classroom laboratory, clinical and independent study experiences are provided. The clinical facilities are selected to provide a broad base of experiences in a variety of settings.

Starting spring quarter in the junior year the curriculum is divided into a unit system rather than quarters. Therefore, students' time off is scheduled between units and may differ from that scheduled for the rest of the School of Allied Health Sciences. For the better understanding of this **Catalog**, however, the courses have been outlined in quarters.

Junior Year

		Credit Hours
*AMN 330	Basic Gross Anatomy	7
*PHY 311	Principles of Human Physiology I	5
PTH 300	Dynamics of Human Function I	7
AHS 300a	Health Care Environment	3
	Total	22

		Credit Hours
Winter Quarter		
*AMN 331	Basic Neuroanatomy	6
*PHY 312	Principles of Human Physiology II	5
PTH 301	Dynamics of Human Function II	7
PTH 320	Clinical Experiences I	1
	Total	19

		Credit Hours
Spring Quarter		
PTH 310	Concepts of Dysfunction I (Units I, II)	15
PTH 340	Interpersonal Communications	2
PTH 321	Clinical Experience II	1
	Total	18

		Credit Hours
Summer Quarter		
PTH 410	Concepts of Dysfunction II (Units III, IV, V)	15
PTH 434	Teaching/Learning Processes	5
	Total	20

Years Total Credit Hours 79

*Refer to School of Medicine for Course Description.

Senior Year

		Credit Hours
Fall Quarter		
PTH 411	Concepts of Dysfunction III (Units VI, VII)	15
PTH 420	Clinical Experience III	4
	Total	19

		Credit Hours
Winter Quarter		
PTH 412	Concepts of Dysfunction IV (Unit VIII)	6
PTH 430	Research Methodology	6
PTH 432	Designs for Administration	6
PTH 421	Clinical Experience IV	6
	Total	24

		Credit Hours
Spring Quarter		
PTH 440	Senior Project	5
PTH 442	Independent Study	2-5
PTH 431	Health Care Issues	5
PTH 413	Concepts of Dysfunction V (Unit IX)	3
PTH 422	Clinical Experience V	6
	Total	21-24

Years Total Credit Hours 64-67

Master of Health Education

Refer to School of Graduate Studies Section of this Catalog.

Physician's Assistants

General

The Physician's Assistants program was established as a department of the School of Allied Health Sciences, Medical College of Georgia in 1972. The first class was enrolled in January 1973. Since that time, classes have been enrolled each year concurrent with the fall quarter schedule of the School of Allied Health Sciences, Medical College of Georgia. The first class was graduated in December 1974.

The status of the Physician's Assistants has been given legal definition and acceptance in the Georgia State Code, H.B. 1591 and 1592.

Objectives

The physician's assistants department at the Medical College of Georgia has as its objective the education of new health professionals to assist the physician engaged in primary health care.

Primary care implies the physician's practice is made up to a significant degree of office or out-patient care and is comprehensive in scope. Such physicians might be found in clinics or solo practice, both rural and urban.

Accreditation

The Physician's Assistant Program has been approved by the Committee on Allied Health Education and Accreditation, of the American Medical Association, and the Association of Physician's Assistant Programs.

Admissions Requirements

Personal, physical, and academic requirements of the Medical College of Georgia must be met by candidates seeking entry to the physician's assistants program.

Previous medical experience is desirable, but it is not a requirement.

The following specific requirements must be met by all candidates for admission:

- 1. Have a minimum score of 650 on the Scholastic Aptitude Test.
- 2. Have ninety quarter hours of transferable college credits from accredited institutions with a minimum of a C average, exclusive of physical education.
- 3. The ninety quarter hours should include the following:

Area I—Humanities	Quarter Hours
English (to include composition)	10
Humanities	10
Suggested courses for Humanities: humanities, art, music, literature, philosophy, speech, foreign language, study or religions.	
Total	20

Area II—Natural Sciences	
Chemistry	10
Mathematics (Algebra)	5
Electives	5
Suggested electives: zoology, anatomy, physiology, comparative anatomy, genetics, histology, microbiology, organic chemistry, biochemistry, physics.	
Total	20

Area III—Social Sciences	
*American History	5
*United States Constitution	5
Growth and Development	5
Electives	5
Suggested electives: psychology, sociology, history, geography.	
Total	20

Area VI—Major Field	
Suggested courses: Courses listed in Area II under "suggested electives" are strongly recommended.	
Other courses: psychology of behavior, mental health, communication skills, counseling.	
Total	30

*These courses must satisfy the Georgia legislative requirements. The State of Georgia requires that any student receiving a degree from any institution in the University System will have demonstrated a proficiency in United States and Georgia Constitution and History. Exemption examinations may be taken by both in- and out-of-state students; however, no credit hours are earned. Electives may be substituted for these courses if these requirements have been met by the exemption examination.

Application Procedures

Application forms with instructions for completing the admission procedure may be obtained from the Office of Academic Admissions, Medical College of Georgia, Augusta, Georgia, 30912.

Applications should be submitted no earlier than September 1 and no later than March 15 previous to anticipated enrollment. Students are enrolled during the fall quarter only. All college work must be completed prior to the beginning of the summer quarter/semester preceding the fall quarter for which they are applying.

Interview appointments are scheduled by the Department of Physician's Assistants. A personal interview is required.

Estimated Additional Expenses
Specific to Physician's Assistants

	First Year	Second Year
Books & Supplies	\$520.00	\$420.00
Uniforms & Instruments	420.00	600.00
Travel	45.00	350.00
Malpractice Insurance	15.00	15.00
Total	\$985.00	\$855.00

Matriculation and other fees are stated in the General Information section in **Catalog**.

Financial Aid

See General Information in **Catalog**.

Curriculum

The curriculum of the Physician's Assistants Program at the Medical College of Georgia is presented during 24 consecutive months. After successful completion of the program, the student is awarded a Bachelor of Science degree as a physician's assistant.

The curriculum is presented in three phases:

Phase I—Classes conducted on the campus at the Medical College of Georgia.

Fall Quarter		Quarter Hours
*ANM 330	Anatomy	7
*PHY 311	Physiology	5
*CMB 244	Survey of Inorganic and Organic Chem.	5
PAD 308	Physical Diagnosis	5
	Total	22

Winter Quarter		Quarter Hours
*ANM 331	Neuroanatomy	6
*PHY 312	Physiology	5
*CMB 345	Biochemistry	5
PAD 328	Clinical Medicine	6
	Total	22

Spring Quarter		Quarter Hours
*CMB 310	Microbiology	5
*PHM 303	Pharmacology	5
PAD 329	Clinical Medicine	6
PAD 343	Introduction to Minor Surgical Techniques	3
PAD 340	Growth and Development	4
	Total	23

*See School of Medicine for Course Description.

Phase II—Summer Quarter of first year through Spring Quarter of second year.

Clinical Rotations Required	Length	Credit Hours
PAD 409 Clinical Laboratory	2 weeks	4
PAD 405 Pediatrics	6 weeks	12
PAD 406 Ob-Gyn	6 weeks	12
PAD 420 Emergency Room	4 weeks	9
PAD 418 Surgery	6 weeks	12
PAD 407 Mental Health	4 weeks	9
PAD 404 Internal Medicine	6 weeks	12
PAD 403 Family Practice	6 weeks	12
PADE ___ Elective	4 weeks	8
PADE ___ Elective	4 weeks	8
	Total	98

Phase III

Summer Quarter	Length	Credit Hours
PAD 401 Preceptorship	11 weeks	20
	Total	20

Preceptorship is required of all students and it must be served in a primary care setting. Primary defined as in a clinic as opposed to hospital setting.

Academic Promotion and Graduation

See General Information in **Catalog**.

Student Needs

Students must be prepared to travel during Phase II of the curriculum. Local travel will be at the expense of the student.

PA Graduate

The practicing physician's assistant in the State of Georgia is certified by the Composite Board of Medical Examiners. A job description written by the PA's physician employer is submitted to the Composite Board of Medical Examiners for approval. After approval of the job description, the PA and the physician employer must appear before the board.

The PA functions under the guidelines of the approved "job description." There is no model "job description," but most include collection of patient data, by the usual methods of history taking, physical examination and basic laboratory tests; stating the patient's problem; implementing appropriate portions of the plan of treatment and follow up. As the physician's assistant progresses, his job description may be amended or "up-dated."

By successful completion of a written and practical examination, conducted by the National Board of Medical Examiners, the physician's assistant receives certification by the National Commission on Certification of Physician's Assistants.

Radiologic Technologies

General

Radiologic Technologists are highly skilled individuals who specialize in the use of x-radiation and other forms of ionizing radiation to assist physicians in the diagnosis and treatment of diseases and injuries. There are three areas in which a radiologic technologist can be certified: radiography, nuclear medicine technology and radiation therapy technology.

The radiographer examines the patient for broken bones, ulcers, tumors, diseases, or malfunctions of various organs through the production of consistently high-quality radiographs, ready for the physician's interpretation. In many instances, the radiographer and radiologist work as a team, with the radiographer assisting to complete complex procedures. The radiographer must be competent in understanding the principles of: radiographic exposure and processing, x-ray equipment testing, departmental administrative procedures, and most importantly, applying precautions against over irradiation of patients and personnel. In addition, the radiographer is responsible for providing for the physical and mental well-being of the patient during the radiographic examination.

Employment opportunities are abundant and varied for qualified technologists, including work in hospitals,

doctors' offices, public health projects, industrial medical clinics, and industrial radiography.

The nuclear medicine technologist aids in the diagnostic process through the production of images or dynamic studies of the function and structure of the patient's body organs through the use of radioactive pharmaceuticals. Responsibilities may include: radiation safety, quality control, radiopharmaceutical preparation and administration, operation of clinical instruments, positioning of patients for imaging procedures, collection and preparation of biologic specimens, conduction of laboratory studies and data analysis.

The increasing demand for additional nuclear medicine services has provided technologists with job opportunities in large and small hospitals, public health institutions and national research institutions.

The radiation therapy technologist is a technical assistant to the radiotherapist in special procedures involving the use of radiation producing equipment for the treatment of disease. The responsibilities of this technologist may include: exposure of diseased areas of the body to x-rays or other forms of high energy radiation, assurance of the safety of patients and personnel, quality control, and maintenance of treatment records.

There is an abundance of employment opportunities for the certified radiation therapy technologist, who is qualified to work in any of the major cancer treatment centers or other hospitals having high-energy radiation units for therapy.

Objectives

The primary objective of the Department of Radiologic Technologies is to educate technologists toward entry level competencies in the diagnostic and therapeutic areas concerned with the use of ionizing radiations. The Department strives to promote public awareness of the profession and to meet the needs of the profession and the community through education, research, and service.

Accreditation

The Radiologic Technologies programs are approved by:

The Board of Regents of the University System of Georgia

The Council on Medical Education of the American Medical Association

The Joint Review Committee on Education in Radiologic Technology

The American College of Radiology and its Commission on Technologists Affairs

The American Registry of Radiologic Technologists
The Nuclear Medicine Registry of the American Society of Clinical Pathologists

Admission Requirements

The general requirements for admission are set forth in the General Information section of the **Catalog**. Candidates for all programs are required to have graduated from an accredited high school (or equivalent). Preference will be given to those applicants who have demonstrated excellence in academic ability, particularly in the area of science and math. Additional requirements are listed with each of the programs offered within the department.

Since there is a limited enrollment, all programs are competitive. Acceptance is based upon the academic record, SAT scores (or equivalent), references, and a personal interview.

Application Procedures

Application must be made through the Office of Academic Admissions. To assure consideration for the following September, applications should be completed by May 1.

Refer to the General Information section of the **Catalog** for additional information.

Estimated Fees and Expenses

See the General Information section for facts regarding tuition and fees. Books and supplies average about \$150 to \$200 per program. Uniforms average about \$100 for the first year and \$25 in subsequent years, to meet the minimum uniform requirements. Professional dues average about \$15 per year.

Information regarding financial aid may be found in the General Information section of the **Catalog**.

Academic Standards

Students in all programs must obtain a grade of "C" or better in all required major area courses in order to receive program credit. Major area courses are defined as 1) all professional courses, and 2) math/science courses in the core area. The Department of Radiologic Technologies reserves the right to dismiss a student for any of the following reasons: insubordination, unprofessional conduct, intoxication on campus due to alcohol or drugs, or failure to demonstrate those

qualities considered essential to the ethical practice of the profession.

See the General Information section of the **Catalog** for additional information.

Graduation Requirements

The General Information section contains requirements for graduation. The faculty of the Department of Radiologic Technologies makes recommendations for graduation based upon a student's ability to develop those qualities considered essential for the profession.

Programs

- The following courses of study are available through the Department of Radiologic Technologies:
- Associate of Science Degree in Radiologic Technology
 - Bachelor of Science Degree in Radiologic Technology
 - Certificate in Nuclear Medicine Technology
 - Bachelor of Science Degree in Nuclear Medicine Technology
 - Certificate in Radiation Therapy Technology

Associate in Science Degree — Radiologic Technology

The 24-month program involves didactic and clinical practicum segments. The student must attain a minimum of 2200 hours of supervised clinical experience in order to take the certification examination of the American Registry of Radiologic Technologists. Applicants must present SAT scores with a minimum subscore of 400 in both math and verbal, or evidence of college entry ability in algebra and English composition.

Curriculum

Fall 1:		Credit Hours
RAD 100	Survey of Radiography	2
*Augusta College	College Composition I	5
*Augusta College	Physical Science I	5
*Augusta College	College Algebra	5

Winter 1:		
RAD 111	Radiographic Anatomy and Positioning I	4
RAD 113	Radiographic Technique I	3
RAD 127	Psychology of the Physically III	2
RAD 131	Radiologic Science I	2
RAD 141	Clinical Practicum	3
Spring 1:		
RAD 112	Radiographic Anatomy & Positioning II	4
RAD 114	Radiographic Technique II	3
RAD 132	Radiologic Science II	2
RAD 142	Clinical Practicum	3
Summer 1:		
RAD 143	Clinical Practicum	3
*Augusta College	College Composition II	5
*Augusta College	American Government	5
*Augusta College	U.S. History	5
Fall 2:		
RAD 251	Radiographic Anatomy	2
RAD 252	Special Procedures	2
RAD 235	Film Critique	3
RAD 232	Special Topics	2
RAD 241	Clinical Practicum	5
Winter 2:		
RAD 236	Correlative Diagnostic Techniques	3
RAD 231	Advanced Topics in Radiologic Science	2
RAD 242	Clinical Practicum	7
Spring 2:		
RAD 243	Clinical Practicum & Registry Review	12
Summer 2:		
RAD 244	Clinical Practicum & Registry Review	12
Total Credit Hours:		111

Bachelor of Science Degree — Radiologic Technology

A program leading to a BS degree for registered technologists with or without previous college credit is offered. The length of the program depends on the amount of previous credit earned. Upon departmental approval, a validation exam is given, and if acceptable scores are made, certain college credit is granted as compensation for radiography training programs from institutions not granting credit for their programs.

The following liberal arts credits are required of the student seeking a baccalaureate degree in Radiologic Technology. These courses should be completed before the student enters the senior year of the curriculum. The student must also have passed the Regents test of English proficiency before entry into the senior year of the curriculum.

Area I — Humanities	Credit Hours
English Composition	10
Literature	5
Electives	5
Total	20
Area II — Mathematics & Science	
Math (Algebra & Trig)	10
A two-course sequence in Biology, Chemistry or Physics	10
Total	20
Area III — Social Science	
*American History	5
*Political Science	5
Electives	10
Total	20
Area IV — Major Area	
A course in Biology, Chemistry, or Physics	5
Educational Psychology	5
Electives	10
**Anatomy & Physiology	10
Total	30

*Students having obtained credits in the liberal arts courses required for the AS degree program before admission to the program will be given a special schedule for Fall 1 and Summer 1 terms.

*Electives may be substituted for these courses if their requirements have been met by the exemption examination on the History and Consitution of the United States and Georgia.
**May be obtained at MCG during Senior Year.

Senior Year Major Curriculum

Fall Quarter		Credit Hours
PCS 441A	Advanced Radiologic Physics	4
PCS 441B	Electrical Fundamentals	2
RAD 413	Survey of Computed Tomography and Ultrasonography	3
RAD 431	Departmental Design	1
RAD 421	Clinical Practicum	3
*AHS 400	Survey of Education	3
Winter Quarter		Credit Hours
PCS 442	Detection Instrumentation	4
RAD 402	Survey of Medical Technology	1
RAD 411	Special Procedures and Patient Care	3
RAD 222	Clinical Practicum	4
**HS 455	Research	3
Spring Quarter		Credit Hours
PCS 443	Quality Control in Radiography	3
RAD 433	Computers in Radiologic Sciences	2
**HS 310	Principles of Management	3
RAD 403	Radiobiology	2
RAD 423	Clinical Practicum	3
RAD 405	Reading and Conference	2
RAD 406	Senior Project	2
Total Credit Hours		48

*See the Interdepartmental course descriptions.

**See the Health Systems course descriptions in the General Programs Section of this Catalog.

Certificate — Nuclear Medicine Technology

The 12-month curriculum in nuclear technology is open to registered radiologic technologists, registered medical technologists, registered nurses or suitably prepared persons with bachelors degrees. This program is designed for the technologist who primarily performs imaging procedures. Graduates are eligible for all the certification exams listed under the BS-NMT degree.

Curriculum

Fall Quarter		Credit Hours
PCS 331	Physics and Instrumentation	4
*RAD 441B	Electrical Fundamentals	2
NMT 301	Introduction to NMT	1
NMT 311	In vivo NMT I	4
NMT 341	Clinical Practicum	5

Winter Quarter		Credit Hours
PCS 332	Physics and Instrumentation	5
NMT 302	Seminar	1
NMT 312	In vivo NMT II	4
NMT 342	Clinical Practicum	5
**NMT 352	Medical Terminology	2
Spring Quarter		Credit Hours
**NMT 353	Pathology for NMT	4
PCS 333	Radiation Protection	2
RAD 433	Computer Programming	2
#NMT 313	In vitro NMT	4
RAD 403	Radiobiology	2
NMT 343	Clinical Practicum	5
Summer Quarter		Credit Hours
NMT 344	Clinical Practicum	5
Total Credit Hours		51

*RAD 441B is required of Junior BS students and strongly recommended for Certificate students.

**Denotes a course required of students in the BS Program only.

#NMT 313 is required of Certificate students only.

Bachelor of Science — Nuclear Medicine Technology

A BS degree in Nuclear Medicine Technology may be awarded after the student has acquired 90 quarter hours of liberal arts credit and has completed a 21-month program in nuclear medicine technology.

Graduates are eligible to sit for the certification exams given by the American Registry of Radiologic Technologists, the American Society of Clinical Pathologists, and the Nuclear Medicine Technology Certification Board.

Basic liberal arts requirements are outlined below:

Area I—Humanities	Credit Hours
Basic Grammar and Composition	5
Literature	5
Electives	10
Area II—Mathematics and Natural Sciences	
Math (including pre-calculus)	10
2 Course Sequence in Biology	10
Area III—Social Science	
*History	5
*Political Science — Government	5
Electives	10

Area IV—Major Area

Chemistry — including General, Qualitative, Quantitative, Analytical or Organic	10
Chemistry, Physics, Physical Science, or Math	10
Anatomy and Physiology	10
Total Hours	90

*Electives may be substituted for these courses if their requirements have been met by the exemption on the History and Constitution of the United States and Georgia.

The Junior year will consist of the courses outlined under Certificate-Nuclear Medicine Technology.

The Senior year courses are as follows:

Fall Quarter		Credit Hours
HSA 450	Medical Statistics	3
NMT 411	Radiochemistry	4
RAD 431	Departmental Design	1
NMT 441	Clinical Practicum (One of the following)	4-6
RAD 413	Correlative Diagnostic Tech- niques	3
*AHS 400	Principles of Education	3

Winter Quarter		Credit Hours
NMT 412	Radiopharmacy	4
NMT 462	Senior Project	1
NMT 442	Clinical Practicum (One of the following)	4-6
**HS 455	Research	3
NMT 422	Selected Topics	2-5

Spring Quarter		Credit Hours
PCS 432	Electronics	5
PCS 433	Advanced Application Physics	3
NMT 463	Senior Project	1
NMT 443	Clinical Practicum (One of the following)	4-6
**HS 310	Principles of Management	3
RAD 453	Survey of Allied Diagnostic Tech- niques	2-5
Total Credit Hours Required		45

*See the Interdepartmental section for course description.

See the Health Systems course descriptions in the General Programs section of this **Catalog.

Certificate — Radiation Therapy Technology

This 12-month program is open to radiologic technologists, registered nurses, or nuclear medicine technologists. The student will be prepared to take the American Registry of Radiologic Technologists Specialty Examination in Radiation Therapy.

Curriculum

Fall Quarter		Credit Hours
RDT 311	Principles of Oncology I	5
RDT 341	Radiation Therapy Technology I	5
*ANM 310	Anatomy	5

Winter Quarter		Credit Hours
RDT 312	Principles of Oncology II	5
RDT 342	Radiation Therapy Technology II	5
*PHY 210	Physiology	5

Spring Quarter		Credit Hours
RDT 313	Principles of Oncology III	5
RDT 343	Radiation Therapy Technology III	5
*RAD 428	Physics of Radiation Therapy	5
RAD 403	Radiobiology	2

Summer Quarter		Credit Hours
RDT 344	Radiation Therapy Technology IV	5
Total Credit Hours		52

*See School of Medicine Course Descriptions.

Respiratory Therapy

Objectives

Respiratory therapy is an allied health specialty employed in the treatment, management, control and care of patients with deficiencies and abnormalities associated with respiration.

It shall mean the therapeutic use of medical gases, air, and oxygen-administering apparatus, environmental control systems, humidification and aerosols, drugs and medications, ventilatory assistance and ventilatory control, postural drainage, chest physiotherapy, breathing exercises, respiratory rehabilitation, the assistance with cardiopulmonary resuscitation, and maintenance of natural and prosthetic airways.

Specific techniques can be employed in respiratory therapy to assist in diagnosis, monitoring, treatment and research. This shall be understood to include measurement of ventilatory volumes, pressures, flow rates and blood gas analyses.

Since respiratory therapy as a special health area is broadly defined and parallels closely other professional areas, it is important to realize that such therapy does interrelate in patient care performed by nurses, physical therapists and other technologists.

The proper management and education of the respiratory therapy worker is a common duty of the respiratory therapist.

The promotion, planning and implementation of varied types of research for the benefit of the public and the patient, as well as the growth of the profession, is often performed by respiratory therapists.

Opportunities

The Registered Respiratory Therapist (R.R.T.) works in hospitals, clinics, laboratories, colleges and universities. Employment also exists within commercial companies in sales and contract service. The registered therapist may choose to work strictly as a clinician, or perhaps in other areas such as management, education or research within his field.

There is currently an acute shortage of registered therapists. As of 1977, there are less than 6,500 registered therapists in a profession of some 60,000 respiratory therapy practitioners. These individuals assume the majority of the job functions and have increased responsibility and salary.

Accreditation

The program of Respiratory Therapy is accredited by the Joint Review Commission on Respiratory Therapy Education (JRCRTE). This accrediting body is sponsored by the American Medical Association and the American Association for Respiratory Therapy.

Admission Requirements

Applicants may transfer to the Medical College following completion of the freshman and sophomore years with a minimum of 90 quarter hours of course work, exclusive of physical education. Applicants are encouraged to apply in the fall of the year prior to the year of admission and to take the Allied Health Profession Admissions Test (AHPAT) in the spring prior to admission. All general education core requirements must be met prior to transfer. A minimum grade point average of 2.0 (C) overall, and a 2.5 (C+) in math and science is required for consideration for admission. Course work should include the following:

Area I—Humanities	Quarter Hours
*Composition	5
*Literature	5
*Humanities	10
Selection should be made from courses in art, creative writing, humanities, languages, literature, religion, journalism, and/or speech.	
Total	20

Area II—Natural Sciences	Quarter Hours
*Mathematics	5-10
Selections should be made from courses in college algebra, trigonometry, precalculus or advanced mathematics.	
Chemistry	10-15
Selections should be made from laboratory courses only, must have exposure to inorganic and organic chemistry.	
Physics	5-10
Selections should be made from laboratory courses only in mechanics, heat, light, sound, electricity and magnetism. Students must have an understanding of the gas laws.	
Biological Sciences	15
Selections should be made from laboratory courses only in general biology, microbiology, zoology (vertebrate preferred), comparative anatomy, embryology and genetics.	
Total	35-50

Area III—Social Sciences	Quarter Hours
*History	5
*Political Science (Government)	5
*Psychology	10
*Electives	10
Total	30

Electives
Selections may be made from any areas of interest. The Department of Respiratory Therapy encourages flexibility in meeting admission requirements. Students are encouraged to take courses in a broad spectrum rather than concentrate all their efforts in the sciences.

*Meets University of Georgia System Core Requirements.

Special Needs

Students who are accepted into the program must be prepared to travel to facilities throughout the southeastern United States to complete the clinical practice requirements in the senior year of study. Some travel may also be required to facilities in Georgia and South Carolina during the junior year. Financial assistance for these additional expenses cannot be guaranteed, although every effort will be made to assist students with major financial problems.

Financial Aid

In addition to the sources of financial aid available to all college students, there are some sources available

specifically for students enrolled in a respiratory therapy curriculum. For information on these sources contact: Chairman, Department of Respiratory Therapy, Medical College of Georgia.

Curriculum

The respiratory therapy curriculum involves a two-year (eight-quarter) course of study after completion of the first two years at an accredited college of the student's choice. The course covers the junior and senior years only and leads to a Bachelor of Science degree with a major in respiratory therapy. Upon successful completion of the curriculum, the graduate is recommended to sit for the National Registration Exams offered by the National Board for Respiratory Therapy.

The respiratory therapy curriculum is designed as a continuum of learning experiences organized to promote the personal and professional growth of the student. The main objective of the program is to prepare the student to function as a clinician. However, the diversity of the profession warrants exposure of the student to education, research methodology and management practices.

The curriculum is divided into three components: the basic sciences, professional didactic concepts and methodology, and practical clinical experiences.

The basic sciences include human anatomy, microbiology, physiology, biochemistry, medical terminology, pharmacology and a study of diseases of the heart and lungs.

The professional course work is a structured study of the principles and practices of respiratory care. The course of study progresses to instruction in advanced techniques used to detect and treat respiratory disorders.

The clinical practicum portion of the curriculum consists of the actual application of the various techniques used for the evaluation and treatment of the patient. The relationship of the therapist to the patient and other health-care workers is also stressed.

During the summer quarters, opportunities exist to study the principles of management, education or research. The last quarter of the senior year offers the chance for additional clinical experience in any area in the profession of special interest to the student.

Application Procedures

Application forms for completing the admission procedures may be obtained from the Office of Academic Admissions, Medical College of Georgia, Au-

gusta, Georgia 30912. Applicants are responsible for gathering the necessary information to complete the application folder. A personal interview is required as part of the application process and should be scheduled after the initial application and transcript have been filed. All applications must be filed by March 15, and all procedures, including the personal interview, must be completed by April 1st of the year that one is seeking admission in September. Applications received after this time will be considered only on a space available basis.

Estimated Expenses
Specific to Respiratory Therapy

	Junior Year	Senior Year
Books	\$200.00	\$175.00
Instruments	25.00	15.00
Uniforms	50.00	25.00
Field Trips	100.00	400.00
Total	\$375.00	\$615.00

Matriculation and other fees, and on-campus housing costs are stated in the General Information section in Catalog.

The increase in estimated cost in the senior year reflect the expenses incurred by students participating in externships outside the state of Georgia during the last quarter of the senior year.

Junior Year

Fall Quarter		Credit Hours
RTH 299	Medical Terminology	2
RTH 301	Respiratory Therapy Orientation	7
**ANM 330	Human Systemic Anatomy	7
**PHY 311	Principles of Human Physiology	5
		21

Winter Quarter		Credit Hours
RTH 300	Clinical Practicum I	4
RTH 304	Cardiopulmonary Resuscitation	2
RTH 305	Basic Resp. Ther. Appliances and Modalities	5
RTH 305L	Clinical Lab	2
**PHY 312	Neurophysiology	5
		18

Spring Quarter		Credit Hours
RTH 302	Clinical Practicum II	4
RTH 309	Chest Radiology	2
RHT 310	Cardiopulmonary Pathophysiology	4
**PHM 301	Undergraduate Pharmacology	5
**MIB 310	Introductory Microbiology	5
		20

Summer Quarter		Credit Hours
RTH 312	Clinical Presentations	2
RTH 405	Ventil. Quantitation and Clin. Eval.	3
RHT 407	Methods of Ventilatory Alteration	4
RTH 410	Intensive Respiratory Care	4
*PTH 401	Chest Therapy for Resp. Therapists	2
		15

Fall Quarter		Credit Hours
RTH 402	Clinical Practicum III	8
RTH 414	Respiratory Therapy Pharmacology	1
RTH 417	Newborn and Pediatric Resp. Care	4
HS 410	Department System Management Techniques	3
AHS 400	Survey of Education	3
		19

Winter Quarter		Credit Hours
RTH 404	Clinical Practicum IV	8
RTH 412	Pulmonary Functions	3
RTH 424	Library Research	2
Electives	Education, Management, Research	5
		18

Spring Quarter		Credit Hours
RTH 303	Independent Study	3
RTH 406	Clinical Practicum V	8
RTH 409	Advanced Respiratory Therapy	2
Electives	Education, Management, Research	5
		15-18

Summer Quarter		Credit Hours
RHT 408	Special Clinical Rotation	20
RTH 450	Respiratory Therapy Seminar	2
		22

*See Physical Therapy course descriptions.
**See School of Medicine course descriptions.

Academic Standards

Refer to the General Information section of this Catalog. The Department of Respiratory Therapy reserves the right to place a student on departmental probation and to deny any student permission to continue enrollment in the Department of Respiratory Therapy if in the opinion of the faculty, the student's knowledge, clinical performance, character or mental or physical fitness cast grave doubts upon his/her potential capacities as a Respiratory Therapist.

Graduation Requirements

The General Information section contains requirements for graduation. The faculty of the Department of Respiratory Therapy makes recommendations for graduation based upon a student's ability to develop those qualities considered essential for the profession.

Course Descriptions

Note: Course hours are designated as lecture-lab-credit hours, e.g. (3-2-4 hours)

Interdepartmental Courses

AHS 400. Survey of Education. (3-0-3 hours)
A systematic development of the administration and educational processes necessary for program design. Major focus will be on the following administrative and educational elements: planning, organizing, directing, learning theory, behavioral objectives, and evaluation.

Associated Dental Sciences

B. M. Pollard, Chairperson; A. Y. Beck; J. O. Brown; M. R. Cannon; J. L. Catherman; M. S. Damon; N. J. Mellinger; W. E. Williams; G. P. Winkely.

Dental Hygiene

DH 100-300. Pre-Clinical Dental Hygiene. (0-9-3 hours)
DH 101-301. Clinical Dental Hygiene. (0-9-3 hours)
DH 102-302. Clinical Dental Hygiene. (0-9-3 hours)
Prerequisite: Dental Hygiene student

These courses provide the student with the opportunity to gain knowledge and skills in the delivery of patient care for which the dental hygienist is responsible. Emphasis is placed on comprehensive oral disease control. Each quarter offers the student the opportunity for patient involvement in the Dental Hygiene Clinic.

DH 120-320. Tooth Morphology. (1-6-3 hours)
Prerequisite: Dental Hygiene student

A study of growth and development of the human dentition, dental terminology and tooth morphology. Laboratory exercises using drawings and wax-on technique provide training in precision motor skills, introduction to manipulation of certain dental materials and introduction to three-dimensional conceptual perception.

DH 110-310. Introduction to Patient Care. (3-0-3 hours)
DH 111-311. Dental Hygiene Lecture. (2-0-2 hours)
Prerequisite: Dental Hygiene student

An introduction to the fundamental concepts, principles, and skills essential to rendering comprehensive oral hygiene

care. Numbering among the topics for discussion are the medical-dental history, oral inspection, aseptic techniques, patient education, and hard and soft deposits. Practical experience in applying the principles and skills learned in these courses is provided in DH 100, 300 as well as DH 101, 301. Throughout, total patient care and prevention are emphasized.

DH 112-312. Dental Hygiene Lecture. (2-0-2 hours)

Prerequisite: DH 111, 311

Review of the procedures and objectives for providing total patient care. Discussions center upon (1) the problems presented by patients with special needs and (2) the treatment modifications and additional services needed to bring these patients to a state of optimum oral health.

**DH 122-322. Introduction to Dental Specialties/
Dental Materials Laboratory. (1-3-2 hours)**

Prerequisite: Dental Hygiene student

This course introduces the student to various specialty areas of dental practice and the materials and instruments used in each. The student is provided opportunity through demonstrations and laboratory exercises to learn acceptable manipulative procedures relating to various dental materials with emphasis on those materials commonly used by the dental hygienist. Dental assisting procedures are also introduced.

DH 241-441. Introduction to Public Health. (4-0-4 hours)

Prerequisite: Dental Hygiene student

The history, philosophy and organization of public health are presented. The relationship of public health to dentistry is explored. Sociological determinants of public health programs are identified. Epidemiological studies will be reviewed prior to field application. The scope and dental relevance of public health are illustrated by examples of local, state, national and international programs.

DH 123-323. Intramural Clinics. (0-3-1 hours)

DH 224-424. Intramural Clinics. (0-3-1 hours)

Prerequisite: Dental Hygiene student

Dental Hygiene students are scheduled in clinical areas within the dental school to provide an opportunity to utilize the techniques presented in the course, Introduction to Dental Specialties and Materials.

DH 200-400. Dental Hygiene Clinic. (0-12-4 hours)

DH 201-401. Dental Hygiene Clinic. (0-12-3 hours)

DH 202-402. Dental Hygiene Clinic. (0-12-4 hours)

Prerequisite: Dental Hygiene student

These courses are continuation of the first year dental hygiene clinic courses. Opportunity is afforded the student to expand both knowledge and technique. The development and practice of skills necessary in the treatment and prevention of oral disease is emphasized.

DH 250-450. Introduction to Educational Media. (2-0-2 hours)

Prerequisite: Dental Hygiene student

A survey of audio-visual media as effective means for achieving educational objectives. Emphasizes selection and use of both commercially available and simple locally pro-

duced instructional materials in a large group or individual communication interaction.

DH 240-440. Preventive Dentistry. (2-0-2 hours)

Prerequisite: Dental Hygiene student

Emphasis is placed on the design and application of personalized comprehensive preventive measures. The course includes instruction in the use of various caries susceptibility tests and other elements useful in facilitating a preventive program.

DH 242-442. Public Health Field Experience. (2-3-3 hours)

Prerequisite: Dental Hygiene student

Using the techniques of group processes, the student designs, plans, prepares, presents and evaluates dental health education programs for a community and for a selected hospital. Living in a rural community during the week of program presentation is required. The student is advised that additional expenses incurred will be approximately \$100.00. The Georgia Department of Human Resources and the United States Veterans Administration cooperates in the provisions of the field experiences.

DH 210-410. Ethics, Jurisprudence and Practice. (2-0-2 hours)

Prerequisite: Dental Hygiene student

In preparation for graduation and entry into community and professional life, discussions will be held concerning dental hygiene, state board examinations, state practice acts, employment, private practice environments, legal situations, ethical codes of conduct, business procedures and professional organizations.

DH 444. Public Health Seminar I. (3-0-3 hours)

Prerequisite: Public Health Track Dental Health student

This seminar is designed to provide the student with a broad based understanding of the health delivery system in the United States to include: funds, facilities, manpower, laws/regulations, and patients. Emphasis is placed on: organizational and structural characteristics of the system; problems/criticisms of the health delivery system; health legislation, regulation, and planning; health financing; key interrelationships between the public and private sector; and future trends in health delivery.

DH 445. Independent Study of Public Health Problems. (2-12-5 hours)

Prerequisite: Public Health Track Dental Health student

An opportunity to integrate knowledge and experience will be provided by completing a need assessment study design and/or evaluation of a community dental health problem. Off campus experience; seminars and student presentations will augment individual student projects.

DH 454. Educational Psychology. (3-0-3 hours)

Prerequisite: Public Health and Education Track Dental Hygiene students

A survey course including background of American education, learning theories, human growth and development, psychology applied to teaching, education evaluation, and psychology of teaching applied to Dental Hygiene.

DH 458. Educational Tests and Measurements. (3-0-3 hours)

Prerequisite: Education Track Dental Hygiene student

The purpose of the course is to give students the knowledge necessary to construct classroom tests that are valid and reliable. Course lectures include material on the history, functions, and criticisms of testing; writing behavioral objectives; relating specific behavioral objectives to test items; planning and constructing classroom tests and statistical analysis of test scores.

DH 455. Dental Hygiene Educational Methods and Practicum. (8-7-10 hours)

Prerequisite: Education Track Dental Hygiene student

The dental hygiene student who exhibits a special interest in teaching dental hygiene is given an opportunity to develop course outlines and appropriate audio-visual materials for a micro teaching experience presented to first year dental hygiene students. In addition, time is allotted for previewing and implementing clinical teaching techniques.

DH 465. Specialty Practice I. (0-90-3 hours)**DH 466. Specialty Practice II. (0-90-3 hours)****DH 467. Specialty Practice III. (0-150-5 hours)**

Prerequisite: Clinical Track Dental Hygiene student

Clinical Track dental hygiene students assist and perform dental hygiene functions in the various dental residency programs in the School of Dentistry.

DH 405. Dental Hygiene Practice. (4-0-4 hours)

Prerequisite: Clinical Track Dental Hygiene student

Attention will be given to the economics of practice, preparation of a case presentation, guest lecturers, seminars, and panel discussions relevant to the practice of dental hygiene.

*Dental Hygiene courses can also be found under School of Dentistry.

Dental Laboratory Technology**DLT 101. Physics and Chemistry of Dental Materials. (5-0-5 hours)**

This course covers the physical and chemical properties of dental materials utilized by dental laboratory technologists with special emphasis on terminology applicable to laboratory materials.

DLT 111. Dental Materials Laboratory. (1-6-3 hours)

This course given concurrently with DLT 101 emphasizes manipulation of all dental materials used in the dental laboratory.

DLT 112. Head and Neck Anatomy. (2-0-2 hours)

The anatomy, histology and physiology, of the head and neck with emphasis on structures and functions of the oral cavity.

DLT 113. Inlays, Crown and Bridge. (2-12-6 hours)

Prerequisites: DLT 111 and OCC 101

Instruction in techniques include the proper care of impressions and pouring working casts with removable dies. Fabrica-

tion of inlays, crowns and small bridges using gold and acrylic veneers is also included.

DLT 115. Disease and Contamination Preventions. (1-0-1 hours)

This course introduces the student to organisms that produce disease and the sterilization and disinfection needed to prevent contamination.

DLT 116. Dental Ceramics. (2-18-8 hours)

Prerequisite: DLT 113

A continuation of instruction in crown and bridge fabrication. Basic techniques for porcelain to metal restorations and soldering fixed units will be included.

DLT 121. Dental History, Ethics and Jurisprudence. (1-0-1 hours)

Introduces the objectives, responsibilities, opportunities and the quality of conduct and attitude of the dental health team. Emphasis will be given to the dental practice acts.

DLT 213. Removable Partial Dentures. (2-18-8 hours)

Prerequisite: DLT 116

This course involves all phases of partial denture construction. Terminology classification and principles of design are included.

DLT 214. Complete Dentures. (2-18-8 hours)

Prerequisites: DLT 116 and DLT 213

Introduction to complete denture construction from the preliminary impression to the finished denture.

DLT 215. Orthodontics and Pedodontics. (1-3-2 hours)

This course provides instruction in basic orthodontic and pedodontic techniques. Emphasis is placed on wire bending and soldering.

DLT 216. Advanced Laboratory Techniques. (2-18-8 hours)

This course is designed to give the student the opportunity to become proficient in at least two speciality areas. Advanced techniques in crown and bridge, ceramics, removable partial dentures and complete dentures will be covered.

DLT 221. Principles of Laboratory Management. (5-0-5 hours)

This course includes accounting and management principles necessary in managing a dental laboratory. Techniques in staffing, planning and controlling a dental laboratory are included.

DLT 222. Laboratory Practice. (0-30-10 hours)

This course is designed to give the student the opportunity to observe skilled dental technicians performing their craft and put into practice, through application, those skills which he/she has learned in school the previous six quarters.

DLT 225. Dental Technology Seminar. (1-12-5 hours)

This course is designed to give the student the opportunity to formally present a report on a dental appliance he has constructed. An oral and written report is required.

OCC 101. Dental Anatomy and Occlusion. (2-9-5 hours)

A study of individual tooth morphology with emphasis on the relationship, alignment and function of the teeth in the oral cavity.

OCC 102. Principles of Occlusion and Masticaton. (2-3-3 hours)

Further instruction in dental occlusion, introduction to various mandibular movements, centric stops and the development of functional occlusion.

DLT 233/234. Selected Topics.

Prerequisite: Permission of Program Director

An independent study course that provides the opportunity for the student to do research and/or increase his laboratory skills. Clock hours and course hours assigned on individual basis.

Medical Record Administration

J. Sirmans, Chairperson; S. Davenport; J. Griffith; B. Harms.

MRA 301. Medical Terminology I. (2-2-3 hours)

MRA 302. Medical Terminology II. (2-2-3 hours)

Prerequisite: basic Anatomy course

A study of the language of medicine including word construction, definition, and use of terms related to all areas of medical science, hospital services, and health related fields.

MRA 310. Theory of Medical Record Administration I. (4-2-5 hours)

MRA 410. Theory of Medical Record Administration II. (5-2-6 hours)

MRA 411. Theory of Medical Record Administration III. (4-2-5 hours)

A survey of the history and development of medical record systems; an in-depth study of the principles of securing, analyzing, processing, preserving, and using medical data; development of indexes, registers, and hospital statistics; inter-relationships of various types of institutions and agencies involved in health care.

MRA 319. Principles of Management. (3-0-3 hours)

An introductory study of the management process and the fundamental functions of planning, organizing, actuating, and controlling, with emphasis on applicatons to the health care environment.

MRA 320. Organization and Administration I. (3-2-4 hours)

Prerequisite: Principles of Management

A study of the planning function of management as related to office management in a medical record department.

MRA 340. Directed Practice I. (0-6-2 hours)

MRA 341. Directed Practice II. (0-4-2 hours)

MRA 440. Directed Practice III. (1-4-3 hours)

MRA 441. Directed Practice IV. (0-10-5 hours)

Supervised learning experience through which the student develops insight, understanding and skill in record keeping in hospitals and other medical institutions. The student learns to deal with problems of department and personnel management, accepts responsibilities for certain jobs in the medical record department, gains experience in working with professional and non-professional groups in a health agency, and recognizes the need for preservation of the confidentiality of medical information.

MRA 401. Fundamentals of Medical Science I. (5-0-5 hours)

MRA 402. Fundamentals of Medical Science II. (5-0-5 hours)

Prerequisite: MRA 302 or Permission of Instructor

An introduction to medical science including study of nature and cause of disease, treatment and management of patients. Presented by the physicians representing all of the major clinical areas of medicine.

MRA 420. Organization and Administration II. (3-2-4 hours)

Prerequisite: Principles of Management

A study of the actuating function of management covering such topics as psychology of personnel, selection and placement of personnel, employee training, salary administration and supervision.

MRA 421. Organization and Administration III. (0-8-4 hours)

Student projects and research designed to utilize skills and knowledge from other courses related to management of a medical record department. Independent study.

MRA 422. Legal Concepts for the Health Fields. (3-0-3 hours)

Principles of law affecting health records; rights of persons requiring information from medical records; medicolegal problems; court procedures; principles of ethics; management of release of information from hospital medical records.

MRA 425. Seminar. (3-0-3 hours)

A seminar to explore special problems in Medical Record Administration and health care in general.

MRA 431. Research Design and Methodology. (0-10-5 hours)

Using computer simulation principles of data collection and analysis are practiced in a clinical setting.

MRA 442. Directed Practice V. (0-24-8 hours)

An administrative affiliation of six weeks duration in a variety of health care facilities in the Southeast. Student learning experiences are coordinated with the academic curriculum and supervised by qualified professional personnel in each affiliation site.

Medical Technology

A. Anderson, Chairperson; C. Barnwell; J. Crowley; R. Duvall; B. Edwards; P. Larison; G. Rinker; A. Shaikh; A. Winningham.

MTC 302. Laboratory Medicine Case Presentation. (1-0-1 hours)

Current patients presented and discussed by students and faculty integrating pathophysiology, biochemistry, microbiology and anatomical abnormalities where applicable.

MTC 303. Laboratory Medicine Case Presentation. (1-0-1 hours)

MTC 304. Laboratory Medicine Case Presentation. (1-0-1 hours)

MTC 305. Laboratory Medicine Case Presentation. (1-0-1 hours)

MTC 307. Introduction to Medical Technology. (1-0-1 hours)

This course is designed to assist the entering student develop a frame of reference to the study of medical technology. Discussions and laboratory visits are designed to provide the student with an overview of the professions in laboratory medicine. History, accreditation, education and training, medical ethics and professionalism are discussed.

MTC 308. Venipuncture Techniques. (1-2-2 hours)
A practical experience in blood drawing in a clinical setting.

MTC 309. Education. (1-0-1 hours)
Basic concepts of theories and techniques.

MTC 348. Medical Mycology. (2-3-3 hours)

Introduction to fungi and yeasts of medical importance, including isolation, identification, pathogenesis, treatment and safety precautions. To also include the study of more common isolates classified as contaminants in the clinical laboratory.

MTC 349. Medical Parasitology. (2-3-3 hours)

Introduction to techniques for the examination and identification of blood, tissue, and intestinal parasites which infest man. To also include study of the pathogenesis, life cycles, and treatment of infestations.

MTC 363. Urinalysis and Fluids. (2-3-3 hours)
Prerequisites: MTC 366 or permission of instructor.

A study of the diagnostic value of urine and body fluids rather than blood using basic chemical analysis and microscopic examination.

MTC 366. Clinical Chemistry I. (2-6-5 hours)

Didactic and laboratory experience designed to introduce the student to the basic concept of instrumentation, electronics, laboratory mathematics, and quality control.

MTC 368. Statistics Laboratory. (0-3-1 hours)

Application of basic statistics to the clinical laboratory. Covers basic statistics, ANOVA, Quality Control and Method Evaluation.

MTC 370. Introductory Microbiology Lab. (0-6-2 hours)

Introduction to the basic techniques used in a medical microbiology laboratory. Correlates with CMB 310. Introductory Microbiology.

MTC 375. Basic Immunology. (4-3-5 hours)

The essential concepts of the human immune system. Course content includes the structure and function of the organs and cells that comprise the immune system; humoral and cellular response; inflammatory response; host resistance to viral, fungal, bacterial, tubercule, and neoplastic disease; immune disorders; transplantation and tumor immunology; clinical immunological tests. Lab exercises emphasize the basics of antigen-antibody reactions (ie. precipitation, agglutination) and their applications to clinical diagnostic testing.

MTC 381. Clinical Hematology I. (4-5-6 hours)

Prerequisites: MTC 366 and CMB 345. In addition, the student must have completed requirements for MTC 375 or be enrolled concurrently. Exceptions are made only upon permission from the instructor.

Blood cell derivation, maturation and function with emphasis on normal blood and bone marrow morphology. Basic principles of hemostasis and blood coagulation. Study and interpretation of basic hematologic procedures utilized in diagnosis and treatment of various blood dyscrasias and hemorrhagic disorders. Practical experience is gained in all basic procedures using both manual and automated techniques.

MTC 391. Techniques of Management. (2-0-2 hours)

Basic concepts of management theories and application. Emphasis placed on management functions related to the clinical laboratory and the development of concepts and practice of techniques through case methods, group activities, and/or role playing.

MTC 394. Directed Individual Study. (TBA)

MTC 395. Directed Individual Study — Blood Bank. (TBA)

MTC 396. Directed Individual Study — Chemistry. (TBA)

MTC 397. Directed Individual Study — Hematology. (TBA)

MTC 398. Directed Individual Study — Microbiology (TBA)

MTC 399. Directed Individual Study — Instrumentation. (TBA)

MTC 440. Clinical Chemistry II. (5-0-5 hours)

Prerequisites: MTC 363, 366, and CMB 345, or permission of instructor

Didactic experience designed to integrate analytical chemistry, biochemistry, mathematics and instrumentation into the practice of clinical chemistry by the medical technologist. Study will include the application of clinical chemistry to the diagnosis and treatment of diseases.

MTC 441. Clinical Chemistry**Laboratory. (0-8-4 hours)**

Prerequisites: MTC 363, 366, and CMB 345, or permission of instructor

Clinical chemistry laboratory exercise designed for the proper and independent use of laboratory instruments and procedures by the student. Also emphasis is given in this course on the proper use of quality control, trouble shooting, and interpretation of laboratory test results.

MTC 442. Clinical Practicum**Chemistry. (5-30-10 hours)**

Prerequisites: MTC 440 and 441, or permission of instructor

In depth clinical experience and practical application of diagnostic techniques in hospital clinical chemistry laboratory.

MTC 448. Diagnostic Microbiology II. (5-9-9 hours)

Prerequisites: CMB 310, MTC 370, 371, or permission of instructor

Distribution and nature of pathogenic microorganisms; mechanisms of transmission, pathogenesis; principles of communicable diseases and disease control; diagnostic methods of isolation and identification including serological methods. Theoretical and practical knowledge presented so that students work with materials and problems related to diagnostic microbiology.

MTC 449. Clinical Practicum Diagnostic**Microbiology. (5-30-10 hours)**

Prerequisites: MTC 448 or permission of instructor

Practical application of diagnostic techniques in the hospital microbiology laboratory.

MTC 460. Advanced Instrumentation. (3-8-7 hours)

Prerequisites: MTC 366, 367, and CMB 345 or permission of instructor

Instrument principles and functions discussed and applied in depth. The greatest emphasis will be placed on automation in clinical chemistry.

MTC 472. Immunohematology Related to**Transfusion Service. (5-8-9 hours)**

Prerequisite: MTC 375, or permission of instructor

Introduction to basic immunological concepts of blood banking. Course content includes blood bank organizations and regulations; the history of blood groups in man; genetic inheritance; red cell antigens, membrane, and antibodies and their importance in transfusion; HLA antigen and antibodies; blood components (ie. platelets, cyroprecipitate) preparation and therapeutic use; transfusion reactions; donor selection. Lab section includes quality control of reagents and equipment; techniques used to identify blood groups and red cell antibodies; compatibility testing for transfusion of a unit of blood or component; manual and new automatic procedures; techniques in resolving incompatible tests; prenatal blood bank tests; special techniques such as antibody titering.

MTC 473. Clinical Practicum**Blood Bank. (5-30-10 hours)**

Prerequisite: MTC 472

In-depth clinical experience and practical application in a hospital blood bank including donor room experience from

interviewing of donors to the proper drawing of a unit of blood; plasmapheresis of donors and component preparation; and freezing of blood.

MTC 474. Diagnostic Immunology. (2-4-4 hours)

Prerequisite: MTC 375 or permission of instructor

Comprehensive methodology in theoretical principles for diagnostic immunology.

MTC 481. Clinical Hematology II. (5-8-9 hours)

Prerequisite: MTC 381 or permission of instructor

An in-depth study of qualitative and quantitative changes in peripheral blood and bone marrow cells found in pathologic disorders. Correlation of hematologic tests with other clinical findings in the diagnosis or various blood dyscrasias. Practical experience is gained in cytochemical study of blood cells, tests utilized in the differential diagnosis of hemorrhagic disorders, hemoglobinopathies, and the study of abnormal peripheral blood and bone marrow films. Study and interpretation of case history studies. Students participate in Laboratory Medicine Case Presentation.

MTC 482. Clinical Practicum**Hematology. (5-30-10 hours)**

Prerequisite: MTC 481 or permission of instructor

Practical application and techniques in hematology.

MTC 493. Seminar in Medical Technology. (1-0-1 hours)**MTC 494. Directed Individual Study. (TBA)****MTC 495. Directed Individual Study—Blood Bank. (TBA)****MTC 496. Directed Individual Study—Chemistry. (TBA)****MTC 497. Directed Individual Study—Hematology. (TBA)****MTC 498. Directed Individual Study—Microbiology. (TBA)****MTC 499. Directed Individual Study—Instrumentation. (TBA)**

Occupational Therapy

N. Prendergast, Chairperson; V. Allen; K. Bradley; B. Dias; C. Endebrock; K. Engle; A. Evans; D. Fowler; M. Mitcham; N. Moulin; P. Pennington.

OTH 300. Foundations of Occupational Therapy. (3-6-5 hours)
(Summer, Fall)

An introduction to the profession of occupational therapy. A frame of reference for practice is developed utilizing historical and current trends in the field. Introduction to terminology, and current health and social issues. Experiential group process activities and preclinical experiences are included.

OTH 301. Human Development. (4-2-5 hours)
(Summer, Winter)

Major concepts of sensory-motor, cognitive and psycho-social development are discussed. Environmental and cultural influences are explored. Emphasis is on role acquisition, life tasks and adaptive processes. Field experiences include visits in the community, observations, and interviews.

OTH 302. Basic Principles of Occupational Therapy. (2-3-3 hours)
(Winter, Spring)

Prerequisites: OTH 300, ANM 330, PHY 311

Basic principles of occupational therapy assessment with introduction to criterion and normative-referenced testing and measurement. Includes application to program planning with selected clients; documentation, confidentiality, audit procedures and fieldwork experiences.

OTH 303. Activities of Childhood and Adolescence. (1-6-4 hours)
(Summer, Spring)

Prerequisite or concurrent with: OTH 301

Laboratory course emphasizing the major activities of childhood and adolescence. Emphasis will be on skill development, instructional methods, and analysis of activities in terms of human performance components.

OTH 305. Activities of Adulthood. (1-6-4 hours)
(Summer, Spring)

Prerequisites or concurrent with: OTH 301 and 332, ANM 330, PHY 311

Laboratory course emphasizing the major activities of adulthood. Emphasis will be on skill development, instructional methods, and analysis of the activities in terms of human performance components.

OTH 310. Introduction to Dysfunction. (2-3-3 hours)
(Summer, Winter)

Prerequisite or concurrent: OTH 300

The study of problem identification, analysis, categorization of health problems and terminology. Emphasis is placed on deficits, delays, deprivation and stress as causes of performance problems.

OTH 312. Concepts of Dysfunction. (4-3-5 hours)
(Winter, Spring)

Prerequisites: OTH 310, ANM 330, PHY 311

Discussion of selected health problems in terms of incidence, prognosis and implications for function. Topics include developmental disabilities, physical dysfunction, and psycho-social dysfunction.

OTH 332. Kinesiology. (2-6-5 hours)
(Summer, Fall)

Prerequisites or concurrent with: OTH 301, ANM 330, PHY 311

The study of mechanics as applied to the human body utilizing a developmental approach. Emphasis is on the process of analyzing movement through laboratory practice experiences.

OTH 400. Occupational Therapy Applied to Psycho-Social Dysfunction. (4-6-6 hours)
(Summer, Fall, Winter)

Prerequisite: Senior standing

Application of occupational therapy principles to clients for the prevention or remediation of psycho-social dysfunction or maintenance of mental health. Methods and approaches are designed for community, acute or chronic settings. Application is made to those psychological problems that may result from physical dysfunction. Field work experiences are included.

OTH 401. Psycho-Social Field Work Experiences. (0-40-12 hours)
(Fall, Winter, Spring)

Prerequisite: OTH 400

Full-time field work experience with emphasis on the evaluation and management of clients with psychosocial deficits and/or dysfunction.

OTH 405. Occupational Therapy Applied to Developmental Disabilities. (3-6-5 hours)
(Winter, Spring)

Prerequisite: Senior standing

Application of occupational therapy principles to clients with disabilities resulting from any disease (congenital, acute, progressive or chronic), condition or deprivation which interrupts or delays the sequence and rate of normal growth, development and maturation. Emphasis is placed on assessment and specific treatment approaches and methods. Field work experiences are included.

OTH 410. Occupational Therapy Applied to Physical Dysfunction. (4-6-6 hours)
(Fall, Winter)

Prerequisite: Senior standing

Application of occupational therapy principles to clients throughout the life span who have physical deficit, delay, deprivation or stress. Emphasis is placed on assessment and specific treatment approaches and methods. Field work experiences are included.

OTH 411. Physical Dysfunction Field Work Experiences. (0-40-12 hours)
(Summer, Fall)

Prerequisite: OTH 410

Full-time field work experience with emphasis on the evaluation and management of clients with physical deficits and/or dysfunction.

OTH 415. Consulting and Advocacy Principles for Occupational Therapy. (2-0-2 hours)
(Summer, Fall)

Prerequisite: Senior standing

Emphasis is on the concepts, processes and procedures of consulting and advocacy. Examples include occupational therapists' roles as direct and indirect service providers in community agencies, institutions, government agencies and self-help organizations.

OTH 416. Occupational Therapy in Public Health. (1-3-2 hours)
(Fall, Winter)

Prerequisite or concurrent with: OTH 415

Application of consulting and advocacy principles to public health programs. May include field experience in public health departments, health system agencies, and/or home health programs.

OTH 417. Occupational Therapy in Gerontology. (1-3-2 hours)
(Fall, Winter)

Prerequisite or concurrent with: OTH 415

Application of consulting and advocacy principles to gerontology. May include field experience with senior citizens in apartment complexes, nursing homes, and community groups.

OTH 418. Occupational Therapy in the School Systems. (1-3-2 hours)
(Fall, Winter)

Prerequisite or concurrent with: OTH 415

Overview of school systems and the roles of occupational therapists in these settings. Includes field experiences.

OTH 419. Occupational Therapy in Community Agencies. (1-3-2 hours)
(Fall, Winter)

Prerequisite or concurrent with: OTH 415

Application of consulting and advocacy principles of community agencies. May include field experience in community mental health centers, day care and training centers, and/or local self-help organizations.

OTH 420. Occupational Therapy in a Specialized Setting. (1-3-2 hours)
(Fall, Winter)

Prerequisite or concurrent with: OTH 415 and permission of instructor

Independent study applying consulting and advocacy principles in specialized setting.

OTH 425. Learning Theories. (2-0-2 hours)
(Fall, Winter)

Prerequisite: Senior standing

Theories and concepts of learning are explored for use in occupational therapy programs, inservice, and continuing education.

OTH 430. Special Problems. (2-0-2 hours)
(Summer, Spring)

Prerequisites: OTH 401, OTH 411

The study of contemporary health problems and issues. Students are involved in the selection and development of topics and activities.

OTH 440. Independent Study. (0-3-3 hours)
(Summer, Spring)

Prerequisites: OTH 401, OTH 411

An individual research project dealing with an area of interest to the student.

OTH 450. Specialized Field Work Experience. (0-40-8 hours)
(Summer, Spring)

Prerequisites: OTH 401, OTH 411 and permission of instructor

Full time field work experience in an area of the student's choice.

OTH 455. Research Design and Methodology. (3-0-3 hours)
(Summer, Spring)

Prerequisite: Senior standing

An introduction to research methodology and experimental design.

Physical Therapy

B. May, Chairperson; S. Bemis; R. Benica; E. Friend; K. Grube; D. Hart; S. Irwin; R. Kantner; E. Myers; J. Newman; J. Perry; R. Poston.

PTA 202. Functional Anatomy and Physiology. (7-6-10 hours)

This course will combine the basic subject matter found in human anatomy, kinesiology, and physiology. Major emphasis will be on the musculoskeletal systems, but all systems will be covered. Kinesiology will concentrate on trunk and extremities with an introduction to biomechanics and gait.

PTA 203. Introduction to Health Care. (2-2-3 hours)

Prerequisite: Physical Therapist Assistant Student

An introduction to health care and the health care system designed to assist the entering student in developing a frame of reference for the study of physical therapy. Includes medical terminology, basic communications, the health care environment, ethics and medical-legal aspects of physical therapy.

PTA 220. Topics in Physical Therapy I. (1-4-3 hours)

PTA 221. Topics in Physical Therapy II. (5-12-11 hours)

PTA 222. Topics in Physical Therapy III. (5-12-11 hours)

PTA 223. Topics in Physical Therapy IV. (3-8-7 hours)

Prerequisite: Physical Therapist Assistant Student

The development of the student's ability to perform a physical therapy treatment is approached through the study of the physiological and psychological factors contributing to the patient's status. Physical therapy activities are presented sequentially in relation to pathological processes and the patient's total needs. Classroom and laboratory activities are designed to provide the student the opportunity to attain the skills of a physical therapist assistant.

PTA 230. The Helping Relationship. (2-0-2 hours)

The study of factors contributing to effective human interaction with emphasis on the relationship of health and behavior.

PTA 231. The Health Care System (3-0-3 hours)

The exploration of the health care system and the delivery physical therapy services. Topics included are health care providers, community agencies, methods of health care delivery management theories and the role and responsibilities of the physical therapist assistant within the physical therapy department, other hospital services, and other health care agencies.

PTA 240. Clinical Practicum I. (Part-time) (0-4-1 hours)**PTA 241. Clinical Practicum II. (Part-time) (0-4-1 hours)****PTA 242. Clinical Practicum III. (Full-time) (0-8-2 hours)****PTA 243. Clinical Practicum IV. (Full-time) (0-16-4 hours)****PTA 244. Clinical Practicum V. (Full-time) (0-16-4 hours)****PTH 300, 301. Dynamics of Human Function I, II. (5-4-7 hours)**

Prerequisite: Physical Therapy student

The study of kinesiology, biomechanics, growth and development, normal gait, and patterns of human motion. Classroom and laboratory experiences are closely integrated with anatomy and physiology.

PTH 310. Concepts of Dysfunction I. (12-6-15 hours)

Prerequisite: Physical Therapy student

The study of all relevant pathological, medical and therapeutic concepts related to the practice of physical therapy. Included are physical therapy techniques and procedures, evaluative processes and development of treatment programs in relation to dysfunction. Classroom and laboratory experiences spiraling from the simple to the complex are utilized to help the student develop the necessary skills in physical therapy. Experiences related to the psychological philosophical, economic, social and vocational aspects of illness and disability are included in appropriate areas. Seminar, independent study and other active learning techniques are utilized throughout the sequence. Concepts are cumulative and continued growth is dependent on mastery and utilization of previous knowledge.

PTH 320. Clinical Experience I. (Part-time) (1 hour)**PTH 321. Clinical Experience II. (Part-time) (1 hour)**

Prerequisite: Physical Therapy student

Clinical experiences in a variety of health care facilities are provided in facilities near the Medical College campus. These are provided one time per week during the winter and spring quarters of the junior year.

PTH 340. Interpersonal Relations. (2-0-2 hours)

Prerequisite: Physical Therapy student

The course is designed to assist the student to develop interpersonal communications skills and to serve as an introduction to the principles and techniques used in the helping process.

PTH 401. Chest Physical Therapy for Respiratory Therapists. (1-2-2 hours)

Prerequisite: Permission of Instructor

This course will provide the student with the basic concepts and techniques of breathing exercises and segmental bronchial drainage with an emphasis on indications and contraindications for different disease entities.

PTH 410. Concepts of Dysfunction II. (12-6-15 hours)**PTH 411. Concepts of Dysfunction III. (12-4-14 hours)****PTH 412. Concepts of Dysfunction IV. (10-2-11 hours)****PTH 413. Concepts of Dysfunction V. (1-4-3 hours)**

Prerequisite: Physical Therapy student

See Description in PTH 310.

PTH 420. Clinical Experience III. (Full-time) (4 hours)

Prerequisite: Physical Therapy student

The student will work in health care facilities in the South-eastern region of the United States. The experiences are structured to provide clinical experiences directly related to the academic curriculum.

PTH 421. Clinical Experience IV. (6 hours)**PTH 422. Clinical Experience V. (6 hours)**

Prerequisite: Physical Therapy student

Six weeks of full-time clinical experiences provided in a wide variety of health care facilities. The experiences are designed to provide the student with the opportunity to develop skill in the art of treating a variety of patients.

See description in PTH 320.

PTH 430. Research Methodology. (6-0-6 hours)

Prerequisite: Physical Therapy student or permission of instructor

An introduction to interpreting and evaluating research, literature, basic statistics and statistical reasoning, and to the scientific method.

PTH 431. Health Care Issues. (5-0-5 hours)

The exploration of current issues and trends in health care at the state and national levels and their effects on the delivery of physical therapy services. Topics to be studied include methods of health care delivery, national health insurance, health maintenance organizations, professional peer review, and other relevant issues.

PTH 432. Designs for Administration. (6-0-6 hours)

Prerequisite: Physical Therapy student

Theories and application of administrative activities including personnel relations, budgeting, planning, organizing and operating a physical therapy department.

PTH 434. Learning Processes. (5-0-5 hours)

Prerequisite: Physical Therapy student

Introduction to learning theory with application to physical therapy and special emphasis on in-service and continuing education.

PTH 440. Senior Project. (0-10-5 hours)

Prerequisite: Physical Therapy student

Each student will plan and implement a project which uses the scientific method to answer a question. A variety of methodology may be used.

PTH 442. Independent Study. (2-5 hours)

Time and credit for independent study is given to each student during the senior year. The purpose is to provide the student with the opportunity to study some aspect of physical therapy and health care in depth. These experiences are designed by the student with guidance from appropriate members of the faculty. All students must participate in some aspects of independent study prior to graduation.

Physician's Assistants

J. Smith, Chairperson; J. Estep; L. Forbes; K. Smith; J. Soparas.

PAD 308. Physical Diagnosis. (3-4-5 hours)

This course was designed to develop student skills in performing physical exams and taking medical histories. The student is taught to use the basic hand instruments utilized in performing physical examinations and introduced to the various formats used in taking medical histories. During this course normal findings are emphasized.

PAD 328. Clinical Medicine. (6-0-6 hours)

This course is designed to introduce the students to some of the basic principles of clinical medicine prior to the student's clinical training. Utilizing lecturers, audio-visual aids, patient records, and self-instructional materials, the student will acquire an understanding of the pathophysiology of physical and mental disease processes. The relationship between symptoms, objective findings, and laboratory tests will be emphasized.

PAD 329. Clinical Medicine. (6-0-6 hours)

Continuation of PAD 328.

PAD 335. Introduction to Minor Surgery Procedures. (1-4-3 hours)

This is an introduction to Emergency Room patient care. The students spend twelve hours in the laboratory performing procedures on dogs that they will later be expected to assist with or perform on patients. The following areas are to be covered; demonstration of intravenous anesthesia; preparation of surgical sites; skin incision and suture; venipuncture; tracheal intubation; local anesthesia; infiltration and epidural; suture removal; cut-down; hemostasis; necropsy of the dog to demonstrate fresh tissue and preparation of tissue for histopathology.

PAD 340. Growth and Development. (4-0-4 hours)

This is an introductory course in human growth and development. Physical mental and personality development from conception through old age will be considered. This will be accomplished by means of student seminars. The remainder of the course will consist of guest seminar discussions covering a variety of topics concerning human development.

PAD 403. Family Practice. (5-15-12 hours)

This rotation was designed to expose the student to the primary care problems encountered in a family practice residency training program located in a large military hospital. In addition the students will encounter a variety of clinical situations as they accompany their assigned resident in the various wards and clinics of the hospital.

PAD 404. Internal Medicine. (5-15-12 hours)

To educate the student in the evaluation and management of the patients with common medical disorders through didactic and clinical instruction.

PAD 405. Pediatrics. (5-15-12 hours)

To educate the student in the health care of the pediatric patient from birth through adolescence by means of didactic and clinical instruction.

PAD 406. Ob-Gyn. (5-15-12 hours)

The Ob-Gyn clinical rotation was designed to provide the student with experiences in prenatal and postnatal care; therapeutic procedures specifically related to gynecological and obstetrical problems; the normal course of pregnancy, labor and delivery as well as complications; and in general expose the student to a wide range of gynecological and obstetrical problems.

PAD 407. Mental Health. (2-21-9 hours)

This clinical rotation provides the student exposure to a variety of problems in mental health and permits the student to acquire an understanding of how to make dispositions of these problems.

PAD 409. Clinical Laboratory. (1-6-4 hours)

The Clinical Laboratory rotation was designed to provide the student with enough laboratory experience that will permit them to perform the routine laboratory procedures commonly performed in a clinical office setting.

PAD 418. Surgery.

This six week rotation is designed to enhance the student's understanding in pre- and post-operative patient management though clinical, didactic, and operating room exposure.

PAD 420. Emergency Room. (2-21-9 hours)

This rotation was designed to expose the student to the emergency and routine medical procedures performed in a typical hospital emergency room. They will prepare the data base on the patient, observe, discuss with the physician, and whenever possible, assist the physician in the performance of these procedures. They will assist the physician in performing routine follow-up care and will be expected to be present at those times when the patient load is greatest.

PAD 401. Primary Care. Preceptorship (0-40-20 hours)

This preceptorship is required of all students.

During the summer quarter (last quarter of the program), the student will work with a physician in an office-practice setting as opposed to an institutional setting. The clinical setting may be in family practice, pediatrics, internal medicine, or even surgery. Electives may not be substituted for the preceptorship.

PADE Electives. (Variable credit)

The following electives are offered at MCG and affiliates or at other facilities/clinics under the supervision of a physician certified in that particular specialty, with the approval of the Departmental Chairman. These electives may provide additional or initial exposure to the clinical specialties.

Course No.	Electives
PADE 401	Pediatrics
PADE 402	Cardiology
PADE 403	Coronary Care Course
PADE 404	Infectious Diseases
PADE 405	Family Practice
PADE 406	Surgery
PADE 407	Hematology
PADE 408	Pathology
PADE 409	Emergency Room
PADE 410	Neurology
PADE 411	Hypertension
PADE 412	Orthopedics
PADE 413	ENT
PADE 414	Mental Health
PADE 415	Pediatric Cardiology
PADE 416	Ob-Gyn
PADE 417	Thoracic Surgery
PADE 418	Immediate Care
PADE 419	Internal Medicine
PADE 420	Gastenterology
PADE 421	Radiology
PADE 422	Gyn-Gu Pathology
PADE 423	Surgical Orthopedics
PADE 424	Neonatology
PADE 425	Pediatric Neurology
PADE 426	Ob-Gyn (Columbia, SC)
PADE 427	Death and Dying
PADE 428	Human Sexuality-Practical
PADE 429	Otolaryngology
PADE 430	Dermatology
PADE 431	Administration
PADE 432	Urology
PADE 433	Allergy
PADE 434	Geriatrics
PADE 435	Family Planning
PADE 436	Lab Medicine
PADE 437	Pulmonary
PADE 439	Hansen's Disease
PADE 440	Podiatry
PADE 441	Human Sexuality-Clinical
PADE 442	Pediatric Neonatology
PADE 443	Gyn Elective

Radiologic Technologies

C. H. Hall, Chairperson; W. M. Hibbard; R. L. Lam; N. L. Lavin; W. G. Long; M. H. Maddox; G. R. Seabolt; S. F. Wilkerson.

NMT 301. Introduction to Nuclear Medicine. (1-0-1 hours)

This course is presented as part of the student's orientation during the period before the beginning of fall quarter classes. Patient relations, nursing care, legal considerations and departmental organization are considered as well as concepts of technology, safety, and quality control.

NMT 302. Seminar. (1-0-1 hours)

A review of nuclear medicine literature is made through research, discussion, and student or guest presentations.

NMT 311, 312. In Vivo Nuclear Medicine Technology. (3-2-4 hours)

The two-course sequence begins with an overview of anatomy and positioning, radiation safety and radiopharmaceuticals. A discussion of the rationale, procedure, and technical aspects of in vivo studies is presented. Laboratory exercises and case studies are an integral part of the course.

NMT 313. Radiochemistry. (3-2-4 hours)

Routine procedures of the radiochemical laboratory, particularly in vitro studies, are presented in lecture and laboratory sessions.

NMT 341, 342, 343, 344. Clinical Practicum. (0-20-5 hours)

The student is assigned clinical practicum on the quarter basis in the teaching hospital or one of the affiliate institutions. The student works with the clinical instructor or a designated technologist who instructs him in the performance of the procedures done in that particular clinic.

NMT 352. Medical Terminology. (2-0-2 hours)

Basic work structure and analysis will be presented in lecture-work text format. Prefixes, suffixes, and root words will be presented (as related to basic nuclear medicine terminology).

NMT 353. Pathology for Nuclear Medicine. (4-0-4 hours)

Terminology and pathology, both anatomic and physiologic, will be presented for the organ systems for which diagnostic nuclear medicine procedures are common. The course format will include guest lectures and work text requirements, as well as routine lectures.

NMT 411. Radiochemistry Laboratory Procedures. (3-2-4 hours)

Radioassay procedures, both routine and non-routine, are studied. Various radioassay techniques and their rationales are presented in lecture sessions; however, a significant portion of the learning process is centered in the laboratory. Students are expected to assume responsibility for limited research, and to work with a minimum of supervision. Quality control is emphasized throughout the course.

NMT 412. Radiopharmacy. (3-2-4 hours)

Basic principles of radiopharmacy as practiced in the nuclear medicine department are presented. Radiopharmaceutical production, methods of biological action, chemical

reactions, radiosafety, government regulations, and quality control are presented.

NMT 422. Selected Topics. (From 2 to 5 hours credit)

Students will be assigned study and research topics according to their special interests. A suitable research paper or report will be a requirement of the course.

NMT 441, 442, 443. Clinical Practicum. (0-15-5 hours)*

Students are assigned clinical practicum in routine and special function areas. The student works under the supervision of the clinical instructor who is responsible for the quality of performance of the student. Special clinical assignments may be made at the discretion of the clinical supervisor or the clinical coordinator.

*The student may elect to register for from 4 to 6 quarter hours of clinical practicum per quarter during the senior year, providing the total number of hours for the three quarters is 15 credit hours on the basis of 3 hours in the clinical setting for each hour of credit.

NMT 462, 463. Senior Project. (1/2-2-1 hours)

The student will choose a research project that relates to his particular area of interest. Through completion of the project over a period of two quarters, the student will develop research techniques and apply them to the project he has chosen. The project will culminate in a technical report.

PCS 331. Physics of Nuclear Medicine. (3-2-4 hours)

The basic physical principles of nuclear medicine are presented with emphasis on the fundamental concepts of nuclear physics. An introduction to nuclear instrumentation is given.

PCS 332. Physics of Nuclear Medicine. (3-4-5 hours)

The theory of operation of nuclear medical laboratory instrumentation is presented in lectures which are coordinated with weekly experiments in directed laboratory sessions. Major emphasis is placed on quality control of nuclear instrumentation.

PCS 333. Physics of Nuclear Medicine. (1-2-2 hours)

Lectures and student labs are coordinated to cover the calibration and use of instruments designed for radiation safety monitoring and/or surveying. State and federal regulations governing the use of radioactive materials are presented.

PCS 432. Basic Biomedical Electronics and Instrumentation. (3-3-5 hours)

The basic principles of medical electronics are presented, including characterization and application of numerous solid state devices, instrument trouble shooting, and electrical safety in the patient care environment. The laboratory offers an opportunity to become familiar with several test instruments and representative circuitry encountered in medical instrumentation.

PCS 433. Advanced Application of Physics and Instrumentation. (2-2-3 hours)

A series of topics of interest to the nuclear medicine student is presented, including digital electronics, computer processing of imaging data and computer interfacing, equipment selection techniques, and quality assurance.

PCS 441A. Advanced Radiologic Physics. (4-0-4 hours)

Radiologic Physics at an advanced level includes discussion of the production of radiation, interaction of radiation with matter, measurement of radiation quantities and the effects of radiation. Theoretical treatment is tied very closely to current and proposed uses of radiation in the field of Radiology.

PCS 441B. Electrical Fundamentals. (2-0-2 hours)

This course is intended to acquaint the student with elementary electrical concepts in preparation for subsequent courses dealing with biomedical electronics, nuclear medicine instrumentation, and diagnostic radiographic equipment and maintenance.

PCS 442. Detection Instrumentation. (2-2-4 hours)

This course is designed to meet the knowledge requirements of the baccalaureate degree student in diagnostic radiologic technology. The design, function, and use of nuclear detection instrumentation are presented through lectures with practical use being learned in laboratory sessions.

PCS 443. Quality Control. (2-3-3 hours)

An introduction to the philosophy of quality control concerning viewpoints of various personnel involved in the radiology department as well as cost versus benefit is given. In addition, factors influencing image quality, the influence of these factors on radiographs, diagnostic instrumentation as it contributes to the final product, explanation of instruments used in a quality control program as well as collection and recording of statistical data is presented. Practical application of the material is presented through laboratory sessions.

RDT 341, 342, 343. Radiation Therapy Technology. (0-30-5 hours)

Experience in the Radiation Oncology division, including patient positioning, treatment techniques, record keeping, and verification of procedures is given.

RDT 311, 312, 313. Principles of Radiation Oncology. (5-0-5 hours)

A comprehensive presentation of oncologic principles, including instruction in both medical and physical aspects of cancer treatment, is given. An introduction to computer techniques and treatment planning will be included.

RAD 100. Survey of Radiography. (1-2-2 hours)

An overview of the profession of radiography and an introduction to both didactic and clinical education is presented which includes a basic knowledge of operations, equipment and materials, patient care, medical terminology, and mathematical concepts. In addition, considerations of acceptable performance as a novice practicing clinician are presented.

RAD 111. Radiographic Anatomy and Positioning. (4-2-4 hours)

The student is provided with an introduction to human anatomy with an intense investigation of the skeletal system. Through the positioning lectures and labs the routine radiographic procedures and projections of the skeletal system will be demonstrated.

RAD 112. Radiographic Anatomy and Positioning. (4-2-4 hours)

The student is provided with a basic knowledge of the structures, organs and functions of the systems directly related to the field of radiology, and the techniques for radiographic positioning of specialized areas of the body, and for routine fluoroscopic procedures.

RAD 113. Radiographic Technique. (3-0-3 hours)

The photographic principles of radiologic technology, including films, film holders, and film processing will be covered. Radiographic devices that affect and control the photographic properties of radiographs will be discussed.

RAD 114. Radiographic Technique II. (3-0-3 hours)

A basic knowledge of specialized adjunct equipment and advanced theory of radiation photography including emphasis on mathematical problems is presented.

RAD 127. Psychology of the Physically III. (2-0-2 hours)

An introduction to the psychosocial aspect of health care is presented which includes the following: perspectives of the technologist; problems, privileges, incentives, and interactions of the patient; determinations of effective interaction; technologist-patient relationships; the aging process; and death and dying.

RAD 131. Radiologic Science I. (2-0-2 hours)

Rad. 131 is the first in a series of three radiological science courses offered to the associate degree student in radiography. The fundamentals of mechanics, atomic and nuclear structure, electrostatics and electrodynamics, electromagnetism, and waves and particles is presented.

RAD 132. Radiologic Science II. (2-0-2 hours)

Rad. 132 is the second in a series of three radiological science courses offered to the associate degree students in radiography. It deals with the basic principles and fundamentals in radiobiology and radiation protection. An understanding of this type of knowledge is very relevant and important as the radiography student will have control over the amount of radiation that he (she) and prospective radiology patients will receive.

RAD 141, 142, 143, 241, 242, 243, 244. Clinical Practicum. (Variable Credit)

The student performs and demonstrates clinically the knowledge gained in corresponding courses of curriculum. An opportunity for performing as a practicing radiographer is provided.

RAD 231. Radiologic Science III. (2-0-2 hours)

Rad. 231 is the third in a series of three radiological science courses offered to the associate degree students in radio-

graphy. It deals with the individual components and principles of operation of diagnostic radiographic equipment. Discussion of equipment preventive maintenance and test equipment will also be presented.

RAD 232. Special Topics. (2-0-2 hours)

Various utilizations of radiation as they relate to special conditions are presented to the student. During this course the student is exposed to the related fields of nuclear medicine and radiation therapy.

RAD 235. Radiographic Film Critique. (3-0-3 hours)

Rad. 235 is designed to provide the sophomore associate degree student in radiography with an analytical approach to evaluating the qualitative and quantitative data obtained from a processed radiographic image. The appropriate measures to exclude unwanted information will also be presented. Experiments will be performed by students to reinforce the radiographic quality factors and their influence on the processed radiographic image.

RAD 236. Correlative Diagnostic Techniques. (Winter) (3-0-3 hours)

Rad. 236 is a basic introductory course to new technological advances with emphasis on equipment and theory of image production as concerned specifically with radiology. The specific topics to be included are: computer tomography, ultrasound, xeroradiography, thermography, electron radiography, and heart catheterization. Rad. 236 is offered to the Sophomore Associate degree student in radiography.

RAD 251. Radiographic Anatomy. (2-0-2 hours)

A basic knowledge of the structures, organs, and functions of the systems indirectly related to the field of Radiology is given.

RAD 252. Special Procedures. (2-1-2 hours)

Through lectures and laboratory demonstrations, advanced radiographic procedures of the systems of the body are presented.

RAD 402. Survey of Medical Technology. (1-1/2-1 hours)

This course is designed to give the Radiologic Technologist an overview of clinical laboratory methodology and an understanding of the importance of lab findings in diagnosis. The relation of lab tests to radiology procedures in the various body systems is stressed. The radiologic technologist is taught to perform the standard STAT procedures of urinalysis and hematology. The proper methods of collection and preservation of specimens for all laboratory procedures normally requested are taught. The student will become familiar with chemistry, bacteriology, cytology, serology, and blood banking procedures.

RAD 403. Radiobiology. (2-0-2 hours)

The medical aspects of radiobiology presented in the course include cellular, systemic, and total body responses. Somatic and genetic effects are surveyed. Emphasis is placed on the proper clinical practice of radiation medicine as a method of reducing patient, worker, and general population exposure.

RAD 405. Reading and Conference. (2-0-2 hours)

Rad. 405 is designed to provide the baccalaureate degree student in radiography with topics of special and individual interest concerning the field of radiologic technologies. Specific literature readings will be presented in a seminar format.

RAD 406. Senior Project. (2-0-2 hours)

This course is taught in conjunction with RAD 431 (Departmental Design). At the close of the Spring Quarter, the senior class will make a formal presentation of the design developed from RAD 431. A schedule of activity as well as periodic progress reports will be submitted.

RAD 411. Special Procedures and Patient Care. (3-0-3 hours)

This course is designed to investigate the related facets of special procedures radiography. The student will become familiar with radiographic equipment, adjunct equipment, patient monitoring techniques, and anesthesia used in special procedures. The student will also analyze the patient care aspect and the methodology of special procedure radiography.

RAD 413. Survey of Computed Tomography and Ultrasonography. (3-0-3 hours)

Rad. 413 is designed to provide the senior baccalaureate degree student in radiologic technologies with a basic understanding of the fundamentals of computed tomography and ultrasonography. The course will be presented in two modules: A computed tomography module and an ultrasound module. Emphasis will be placed upon the basic cross-sectional anatomy of the head and body trunk as illustrated by these imaging modalities and their cross-correlation with other diagnostic techniques in the field of radiologic technologies. Students should be able to use the material presented as a foundation for further study in ultrasound or computed tomography if so desired.

RAD 421, 423. Clinical Practicum. (0-12-3 hours)

This course is designed to offer the student individualized experience in technical, educational, and administrative areas according to the student's needs and goals. Eleven areas are available for selection by the student.

RAD 422. Clinical Practicum. (0-12-4 hours)

This course offers the student individualized experience in technical, educational, and administrative areas according to the student's needs and goals. In addition the student attends a series of lectures by radiologists on radiographic film analysis and pathological representations.

RAD 428. Physics of Radiation Therapy. (3-4-5 hours)

Lecture and laboratory experiments on various aspects of radiation therapy, including treatment planning, equipment calibration techniques, and the application of computers as related to radiation therapy.

RAD 431. Departmental Design. (1-0-1 hours)

This course, in conjunction with RAD 406 (Senior Project) provides the student with the basic principles of Radiology Departmental Design. After this series of lectures on design fundamentals, each student will be individually responsible for some phase of the design of a typical department.

RAD 433. Computers in Radiologic Sciences. (2-0-2 hours)

General computer applications and counting data are presented. An interpretive language is explained and routine problems in statistical analysis of counting data, laboratory tests, and dynamic flows of interest are assigned.

RAD 453. Survey of Allied Diagnostic Technologies. (2 to 5 hours credit)

The procedures of nuclear medicine are related to specific procedures of laboratory medicine, radiology, ultrasound, computerized tomography, and oncology. Particular emphasis is given to the correlation of diagnostic examinations in these disciplines. Students learn through guided studies, observations and restricted participation in the specific procedures of the allied areas.

Respiratory Therapy

R. Beckham, Chairperson; S. Cominsky, R. Hill, S. Loveland, E. Stassi.

RTH 299. Medical Terminology. (0-4-2 hours)

This is a self-study course designed to give the student a working knowledge of medical terminology. The combination of a programmed text and instructor supervision will be utilized, with emphasis on work construction, definition and use of medical terms.

RTH 300. Clinical Practicum I. (0-8-4 hours)

Prerequisite: RTH 301

This course is designed to give the student an opportunity to perform and to demonstrate clinically the knowledge gained in parallel courses. An opportunity for direct patient care and bedside learning is provided.

RTH 301. Respiratory Therapy Orientation. (3-4-7 hours)

A study in the history of respiratory therapy and an in-depth knowledge of the job description of the various respiratory personnel and their relationship to other health care members. Emphasis will be placed on attitude and responsibilities of the different health care workers. In addition, medical gas administration and equipment disinfection and sterilization will be presented.

RTH 302. Clinical Practicum II. (0-8-4 hours)

Prerequisite: RTH 300, 305

This course is designed to give the student an opportunity to perform and to demonstrate clinically the knowledge gained in parallel courses. An opportunity for direct patient care and bedside learning is provided.

RTH 303. Independent Study. (variable credit)

Prerequisite: Senior standing or permission of the instructor

A course designed to provide the student with the opportunity to pursue a course of study of particular interest in a non-resident or informal setting.

RTH 304. Cardiopulmonary Resuscitation. (2-4-2 hours)

An introduction to the most current practice of cardiopulmonary resuscitation. Various problems associated

with CPR will be covered and equipment needs will be stressed. Factors predisposing individuals to cardiac arrest will be covered. Upon successful completion of this course the student will be awarded a certificate attesting to the fact that he/she is trained in the art of basic cardiopulmonary resuscitation.

RTH 305. Basic Respiratory Therapy Appliances and Modalities. (5-0-5 hours)

This course will provide the student with the theories and principles of positive pressure breathing, humidity, aerosol therapy and medical gas administration.

RTH 305L. Clinical Lab. (0-4-2 hours)

This laboratory is designed to give the student experience with the administration, function, repair and maintenance of basic respiratory therapy equipment and medical gases that are presented in RTH 305.

RTH 309. Chest Radiology. (2-1-2 hours)

Prerequisite: RTH 305 and current registration in RTH 310

Classic radiographic presentations of acute and chronic thoracic abnormalities will be reviewed. Emphasis will be placed on student evaluation of normal and abnormal roentgenograms and differential diagnostic techniques.

RTH 310. Cardiopulmonary Pathophysiology. (4-0-4 hours)

Prerequisites: RTH 301, ANM 330, PHY 311 and 312

This course will cover the pathophysiology of disease entities that primarily involve the pulmonary system as well as the cardiovascular system. The etiology and pathophysiology of pulmonary disease, abnormal pulmonary mechanics, and a brief description of the treatment of each disease process will be covered.

RTH 312. Clinical Presentations. (1-4-2 hours)

This course is designed to give the student experience in searching medical records and support materials to prepare and make presentations to fellow students and instructors of actual clinical case studies.

RTH 402. Clinical Practicum III. (0-16-8 hours)

Prerequisite: RTH 302

This course is designed to give the student an opportunity to perform and to demonstrate clinically the knowledge gained in parallel courses. An opportunity for direct patient care and bedside learning is provided.

RTH 404. Clinical Practicum IV. (0-16-8 hours)

Prerequisite: RTH 402

This course is designed to give the student an opportunity to perform and to demonstrate clinically the knowledge gained in parallel courses. An opportunity for direct patient care and bedside learning is provided.

RTH 405. Ventilation, Quantitation and Clinical Evaluation. (2-2-3 hours)

Prerequisite: RTH 305

A study is made of the criteria for ventilation, weaning from ventilation, intubation, extubation and clinical measurements used for evaluating adequacy of ventilation and oxygenation.

RTH 406. Clinical Practicum V. (0-16-8 hours)

Prerequisite: RTH 404

This course is designed to give the student an opportunity to perform and to demonstrate clinically the knowledge gained in parallel courses. An opportunity for direct patient care and bedside learning is provided.

RTH 407. Methods of Ventilatory Alteration. (3-2-4 hours)

Prerequisites: RTH 305, 405

A study is made of the mechanical means to assist and control ventilation. Emphasis will be placed on function, repair and troubleshooting and mechanical devices.

RTH 408. Special Clinical Rotation. (0-8-4 hours)

Prerequisites: Senior standing and permission of the department chairman

This course is designed to give the student an additional opportunity to participate in a clinical area of particular interest.

RTH 409. Advanced Respiratory Therapy. (2-0-2 hours)

Prerequisite: Senior standing

Through lecture techniques, the student will be presented information on heart-lung pumps, membrane oxygenators, hyperbaric oxygenation, EKGs and experimental developments in respiratory therapy.

RTH 410. Intensive Respiratory Care. (3-2-3 hours)

Prerequisite: RTH 305

An in-depth lecture series involving controlled ventilation of respiratory distress victims using both positive pressure and volume ventilators will be presented. Emphasis will be placed on flow sheets and monitoring techniques provided on a moment-to-moment and hourly basis. An introduction to arterial blood tap techniques will be provided. Knowledge of endotracheal and tracheotomy airway care for these patients will be stressed. Ventilation management and blood gas interpretation will be discussed.

RTH 412. Pulmonary Functions. (2-2-3 hours)

Prerequisite: RTH 310

This course will cover normal and abnormal pulmonary functions as well as acid-base physiology in health and the disease processes. The student will learn to perform and interpret pulmonary function studies. The maintenance and repair of pulmonary function equipment will be covered.

RTH 414. Respiratory Therapy Pharmacology. (1-0-1 hours)

Prerequisites: PHM 301, RTH 305

This course will provide the student with a working knowledge of pharmacological effects, side effects, contraindications, and use of respiratory therapy drugs and autonomic nervous system drugs.

RTH 417. Newborn and Pediatric Respiratory Care. (3-4-4 hours)

Prerequisites: RTH 310, 410 and current registration in 407

Normal growth and development in the newborn through the pediatric age groups will be covered in depth. Disease processes, primarily pulmonary, involving the pediatric age

group will be covered in depth, as will attitudes of the therapist, the patient, and family toward illness in this age group.

RTH 420. Respiratory Therapy**Community Service.****(1-0-1 hours)**

Prerequisite: Senior standing and permission of the instructor.

This course is designed to introduce the student to health care service, patient education and outpatient duties and responsibilities. Emphasis will be placed on safety, sterilization, equipment maintenance and cost reduction for the home care patient.

RTH 424. Library Research.**(1-2-2 hours)**

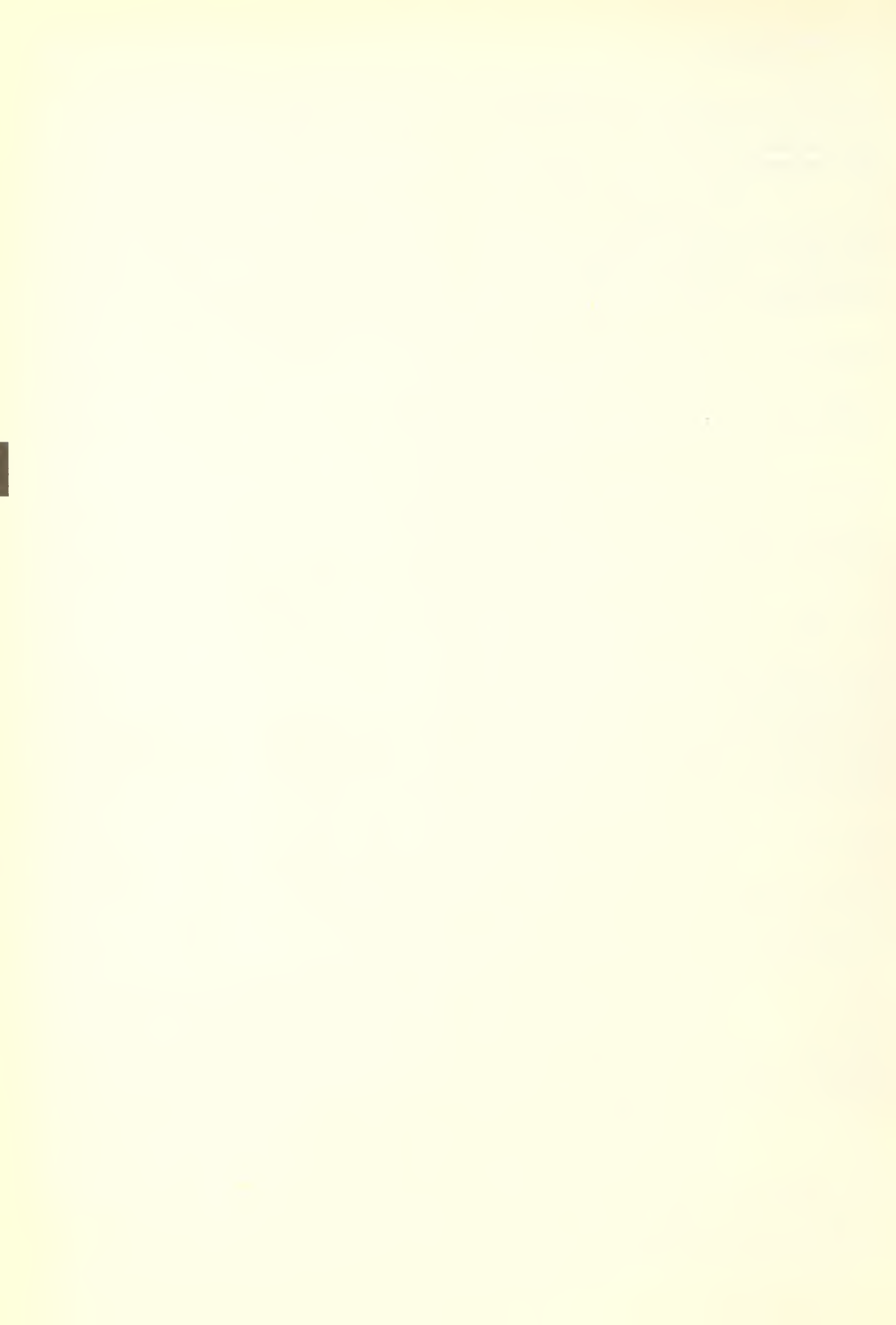
Prerequisite: RTH 312

This course is designed to give the student experience in searching medical literature. The student will prepare and present a paper of his own composition.

RTH 450. Respiratory Therapy Seminar.**(3-0-3 hours)**

Prerequisites: RTH 312, 424

A survey of recent trends and current literature in respiratory therapy will be conducted by the student.



dentistry



Dean—Dr. Judson C. Hickey

Associate Dean for Academic Affairs—Dr. Thomas J. Zwemer

Associate Dean for Biological Sciences—Dr. Thomas Dirksen

Associate Dean for Clinical Sciences—Dr. Leon A. Leonard

Associate Dean for Students—Dr. Steve Kolas

Assistant Dean for Administrative—Raymond A. Lackman, Jr.

School of Dentistry

Philosophy

Dentistry is one of the senior health professions, bonded to other health care professions by common goals and objectives. The dentist, the physician, and the health scientist share in contributing to the total health of the individual and his community.

The dentist, in this concept, must have specific knowledge of and skills in the diagnosis, prevention and treatment of diseases associated with the oral cavity, as well as biological understanding of oral health and disease in terms of total health and disease. Furthermore, he must be able to correlate both areas of knowledge to fulfill his role and effectively communicate with colleagues in all health professions.

An understanding of the scientific method is necessary for the dentist to evaluate proposed methods of diagnosis, prevention and treatment and to aid in the development of new, sound and effective methods. Finally, he must have a sense of obligation to serve individual and community needs.

With these concepts representing its philosophy, the purpose of the college's School of Dentistry is to educate students to accept and to discharge competently the responsibilities of preserving individual and community health.

Objectives

The School of Dentistry has set before it the objectives of teaching, research and service that are common to all institutions of higher learning. Thus, the mission of the Medical College of Georgia School of Dentistry is to:

1. Educate students as dentists, dental specialists and allied dental personnel.
2. Foster and conduct research programs in basic and applied areas of dentistry, and in methods of dental education.
3. Participate in health care education and delivery; promote health maintenance and prevention of oral disease; assist in the continuing professional growth of dentists and allied dental personnel.

Accreditation

The School of Dentistry is fully accredited by the Commission on Dental Education of the American Dental Association.

Admission Requirements

Admission is on a competitive basis. The Admissions Committee recommends for selection those applicants who, in the judgment of the Committee, are best qualified for admission from among those who apply.

All applicants for admission must meet the following minimum requirements to be considered for admission:

Academic Requirements

1. Two years (at least 90 quarter hours or 60 semester hours) of undergraduate coursework at a regionally accredited college or university to be completed before the expected first registration date.
2. The above credit hours must include a minimum of ten quarter hours (or six semester hours) of these college courses:

Inorganic Chemistry with lab
Organic Chemistry with lab
Biology with lab
Physics with lab
English

Applicants are advised to complete the entire sequence of coursework covering the above science requirements where the sequence exceeds 10 quarter hours. For example, many universities offer organic chemistry as three five-quarter hour courses and applicants are advised to take all three courses. Applicants are also advised, but not required, to take at least one course in biochemistry.

Dental Admission Test Requirement

All applicants must complete the Dental Admission Test (DAT) not later than the October testing preceding the year of desired entry.

Recommendations and Interviews

All applicants are required to have three recommendations submitted with the application.

While interviews are also required, only a limited number of applicants are selected for interviews. Invitations to interview are sent to those applicants deemed to be best qualified for admission.

Final admission decisions are made based upon the grade point average (particularly in the sciences), DAT scores, letters of recommendation, interviews, the perceived dental needs of Georgia, and an assessment of the motivation and personal qualities of the applicant that are deemed most conducive to the successful completion of the program and the practice of dentistry. Preference is given to residents of Georgia.

Application Procedures

Applications for admission and additional admissions information can be obtained by contacting the Office of Student Affairs, Medical College of Georgia, Augusta, Georgia 30912. Application forms are available after July 1st of the year preceding the desired year of entry. All applications must be postmarked not later than January 1 of the desired year of entry to be considered.

Fees and Expenses

Estimated Student Expenses per Academic Year

	First Year	Second Year	Third Year**	Fourth Year**
*Matriculation Fee	\$1215	\$1215	\$1391	\$1391
**Student Health Fee	30	30	30	30
***Student Activity Fee	45	45	45	45
Books	400	400	300	250
Instruments	2775	1675	185	100
Uniforms/Insurance	40	40	40	40
TOTAL	\$4505	\$3405	\$1991	\$1856

(All fees are subject to change)

*Non-Resident tuition (in addition to matriculation fee) is \$405 per quarter.

**Summer Session matriculation fee included.

***Student Health fee is \$10 per quarter.

***Student Activity fee is \$15 per quarter.

Estimated housing, food and personal expenses were not included due to general individual variance. In developing a personal budget, do not fail to include these items. Information on hospitalization and life insurance is in the General Information section.

Additional expenses related to a required off-campus (extramural) clinical experience may be incurred. Two such experiences are required, each 3 weeks in length, to be held during the junior or senior year. These expenses will vary based upon location.

Financial Aid

The Office of Financial Aid has prepared a Bulletin outlining its financial aid program, as well as other programs of assistance not directly administered by the college. This may be obtained along with application materials by writing.

Office of Financial Aid
Medical College of Georgia
Augusta, Georgia 30912

Applications for aid are separate from admission applications, i.e. one need not be officially accepted for admission before applying for assistance. Application materials should be submitted by May 1 prior to enrollment, although later applications will be processed on a "late" basis.

Curriculum

Design and Emphasis

The pre-doctoral curriculum leading to the D.M.D. degree offered by the Medical College of Georgia School of Dentistry will require twelve academic quarters in four calendar years. This has been changed from three calendar years. Exceptional students may be graduated in eleven quarters to allow for summer enrollment in post-graduate programs and internships. The curriculum will initially emphasize the basic sciences with an expanding emphasis upon the clinical sciences. Courses in the fundamental principles within each basic science discipline, coupled with early clinical exposure, will enable the student to make a lasting correlation of the basic and clinical sciences. The student's knowledge and familiarity with the basic sciences will be reinforced with applied courses in each discipline. This early and continuing correlation is designed to educate the student to respect biological systems and to develop a basic understanding of the response of tissue to stimuli.

The expanding health needs of society will be inter-related throughout the curriculum. Courses relating to principles of public health dentistry, epidemiology of caries and periodontal disease, statistical methods, behavioral aspects of patient populations, dental ethics and jurisprudence will be a meaningful part of the curriculum. Practical field experiences will be arranged for dental students in epidemiologic, preventive and other appropriate community activities. Preventive dentistry will be the over-riding theme of all clinical disciplines.

Extramural Clinics

As a part of the total educational experience, each student will be involved for a total of 6 weeks in one or more ambulatory dental facilities remote from the School of Dentistry. In general this extramural experience will require at least two off-campus trips. A portion of the travel and lodging expenses will be reimbursed.

Individual Student Development

Each student will have opportunities for development and expression in specific areas of his interest and ability. Three weeks will be set aside each year in which elective courses and other structured situations

will be available to students interested in academic pursuits. Students will be encouraged to contribute to the field of research and education. Those students demonstrating superior clinical ability and interest will be challenged with more complex technical and clinical problems. The student with motivation in the social aspects of the profession will be further challenged in preventive and community dentistry projects.

The Student and The Health Team

The use of auxiliary personnel will be stressed as a realistic method of preparing the student for the efficient practice of dentistry. The clinical design will simulate a group practice environment with dental assistants, hygienists and technicians playing an active role in comprehensive patient care. The close academic and physical relationship with the School of Medicine and the teaching hospital will provide an awareness of associated medical sciences and hospital orientation throughout all four years. This emphasis is desirable in preparing the student not only for contemporary practice, but for the future evolution of the profession.

The Student and Research

The dental student will have opportunity to participate in faculty research projects in both basic and clinical areas. He will be encouraged to design and carry out projects of his own as well. The student also will be encouraged to participate in graduate, post graduate and continuing education courses offered at the college and other dental schools within the United States as a part of the elective program.

Methods of Instruction

The curriculum of the School of Dentistry will be structured around a learning-oriented environment rather than the traditional teaching-oriented situation. Seminars and conferences, taking precedence over the lecture as a vehicle to stimulate independent thought, will give opportunity for expression and interchange upon the part of each student. Self-instructional materials will be used whenever possible to individualize instruction and preparation.

Curriculum Information

Quarter	Course	Hours/Week	Class Hours	Exam Hours	Total Hours
1*	CMD 511	N/A	40	—	40
(Fall)	ANMD 511	5	50	4	54
	ANMD 513	5	50	4	54
	BCM 510	6	60	2	62
	OCC 514	16	160	10	170
		32	360	20	380
2	BCM 511	5	55	2	57
(Winter)	ANMD 515	4	44	4	48
	ANMD 517	5	55	3	58
	DAU 511	1	11	1	12
	OPD 511	8	88	4	92
	PER 511	2	22	1	23
	OMD 511	2	22	1	23
	OCC 522	5	55	5	60
		32	352	21	373
3*	Clinic Protocol	N/A	3	—	3
(Spring)	CMD 520	N/A	40	1	41
	OCC 517	4	40	1	41
	NS 514	5	50	4	54
	DPS 511	1	10	1	11
	OMD 531	2	20	1	21
	OMTP 513	1	10	1	11
	PER 512	3	30	1	31
	COM 520	8	80	—	80
	RADD 513A	2	20	2	22
	OPD 512	8	80	4	84
		34	383	15	398

Quarter	Course	Hours/Week	Class Hours	Exam Hours	Total Hours
4**	**CPR	N/A	8	—	8
(Fall)	**DPD 521	N/A	24	—	24
	**RADD 513B	N/A	4	—	4
	**Clinic Protocol	N/A	4	—	4
	MIBD 522	4	44	2	46
	PHYD 513	5	55	3	58
	DPS 520	1	11	1	12
	OMTP 521	1	11	1	12
	OSD 513	2	22	2	24
	PER 513	1	11	1	12
	COM 520	7	77	10	87
	OPD 514	11	121	8	129
		32	392	28	420
	CPM	4	44	—	44
		36	436	28	464
5	MIBD 523	4	44	2	46
(Winter)	PHYD 520	4	44	3	47
	PATH 522	5	55	—	55
	DPS 512	1	11	1	12
	ENDO 521	5	55	4	59
	FIX 522	8	88	8	96
	OBIO 523	2	22	2	24
		29	319	20	339
	CPM	7	77	—	77
		36	396	20	416
6	POGD 516	4	44	4	48
(Spring)	OSD 532	2	22	2	24
	ANMD 532	6	64	4	68
	PATH 532	4	41	4	45
	FIX 523	5	44	8	52
	RPD 523	11	114	4	118
	PER 516	1	11	1	12
		33	340	27	367
	CPM	7	77	—	77
		40	417	27	444
7*	PEDO 523	2	20	2	22
(Fall)	CMD 530	N/A	24	0	24
	PATH 523	5	50	2	52
	PHMD 521	4	40	2	42
	OSD 534	2	20	2	22
	OMD 512	1	10	1	11
	OMTP 523	1	10	1	11
	FIX 531	9	90	4	94
		24	264	14	278
	CPM	14	140	—	140
		38	404	14	418
8	OCC 523	2	22	1	23
(Winter)	OMTP 532	1	11	1	12
	PATH 531	3	33	2	35
	PHMD 531	4	44	2	46
	OBIO 534	2	22	2	23
	Clin Chem				
	PER 524	2	22	2	24

Quarter	Course	Hours/Week	Class Hours	Exam Hours	Total Hours
	ORTHO 534	3	33	3	36
	PRO 533	4	44	1	45
	DAU 532	1	11	1	12
	PEDO 524	2	22	2	24
		<u>24</u>	<u>264</u>	<u>17</u>	<u>281</u>
	CPM	16	176	0	176
		<u>40</u>	<u>440</u>	<u>17</u>	<u>457</u>
9 (Spring)	RADD 533	1	11	1	12
	OBIO Fluoride535	2	22	2	24
	ENDO 533	1	11	1	12
	OPD 513	4	44	5	49
	OMPO 533	2	22	2	24
	OMTP 541	1	11	1	12
	OMD 532	3	33	1	34
	OSD 541	3	33	2	35
	PATH 542	3	33	1	34
		<u>20</u>	<u>220</u>	<u>16</u>	<u>236</u>
	CPM	20	220	8	228
		<u>40</u>	<u>440</u>	<u>24</u>	<u>464</u>
10 (Fall)	ORTHO 541	1	11	1	12
	OMPO 541	2	22	—	22
	PER 542	2	22	1	23
	RES 541	1	11	1	12
	OMD 533	3	33	2	35
		<u>9</u>	<u>99</u>	<u>5</u>	<u>104</u>
	CPM	31	341	24	365
		<u>40</u>	<u>440</u>	<u>28</u>	<u>469</u>
11* (Winter)	OMPO 542	1	10	—	10
	RES 542	1	10	1	11
	CMD 540	N/A	24	—	24
	CS (ENDO)	1	10	1	11
	OBIO 536 (NERVE)	1	10	1	11
	OCC 533	2	20	1	21
		<u>6</u>	<u>84</u>	<u>4</u>	<u>88</u>
	CPM	34	340	32	372
		<u>40</u>	<u>424</u>	<u>36</u>	<u>460</u>
12*** (Spring)	CS 543	3	27	—	27
	RES 543	1	9	—	9
		<u>4</u>	<u>36</u>	<u>—</u>	<u>36</u>
	CPM	36	324	—	324
		<u>40</u>	<u>360</u>	<u>—</u>	<u>360</u>

*Quarters 1, 3, 7, and 11 have 10 assignable weeks plus Community Dentistry.

**Quarter 4 is 13 weeks (Clinic Readiness Week added).

***Quarter 12 consists of 9 weeks.

No test week is scheduled in Quarter 12.

Clinic time during exam week is Mock Board time.

Enrichment and summer clinic not shown.

(The curriculum is subject to change by faculty and administrative action.)

Student Academic Evaluation

The Student Evaluation Committee

The academic progress of each student is monitored on at least a quarterly basis by the Student Evaluation Committee. After the Committee reviews and evaluates each student's performance, it recommends one of the following to the Administrative Council, which is the main policy-making body of the School, and ultimately to the Dean:

1. promotion of the student to the next quarter and designate the Dean's List;
2. remediation or repeating of course work in any deficient areas, as appropriate;
3. dismissal from the program.

Promotion

Promotion to the next quarter will be considered and recommended when the student has successfully passed all courses and required programs and has a quarterly and overall grade point average of 2.0 or higher. Other students may be promoted at the discretion of the Student Evaluation Committee with approval of the Administrative Council and Dean.

Dean's List

Students whose academic performance while carrying at least 12 hours any quarter is 3.25 or higher and who have not received any unsatisfactory or failing grades for the quarter are named to the Dean's List. Dean's List qualifications for students receiving grades of Incomplete (I) will not be determined until after the I is replaced by an earned grade.

Remediation

Students experiencing difficulty in any course or part of a course may be required to remediate any deficient areas until satisfactory mastery of the area is demonstrated. In cases where a failing grade is received, re-registration in the course may be required. In some cases, the Student Evaluation Committee may recommend a reduced quarterly academic load to allow the student more time to master the required knowledge or skills.

Dismissal

It is the policy of the School to provide students in difficulty with tutorial assistance and other special help to assist them in successfully completing the program; however, dismissal may be considered and recommended by the Student Evaluation Committee under these circumstances:

1. When the student fails to successfully pass all courses required for graduation, particularly after attempts at remediation;

2. when the student fails to maintain a 2.0 overall grade point average;
3. when the student fails to improve the quality of work to a specified level as defined by the Student Evaluation Committee when remediating a deficient area; and
4. when a student's knowledge, character, and/or mental or physical fitness cast grave doubts upon potential capabilities as a dentist.

Students considered for dismissal under the above provisions shall have the right to appear before the Student Evaluation Committee prior to any recommendation being made, to be informed of all the circumstances and evidence which supports possible dismissal, and to present any information or evidence in their behalf. The Committee shall then weigh all evidence presented and shall make an appropriate recommendation to the Administrative Council and the Dean. The Dean shall then make whatever decision is deemed appropriate, and notify the student of the decision and of the appeal procedure. (Further details on the dismissal procedure are made available to students during new student orientation.)

Appeals

The student may appeal any final decision for dismissal made by the Dean to the President of the Medical College, and apply for a review of the President's decision by the Board of Regents in accordance with Board policy.

Readmission

Students dismissed from the program may be readmitted only by the following:

1. Meeting specified criteria for readmission set at the time of dismissal as recommended by the Student Evaluation Committee and approved by the Administrative Council and Dean. Setting readmission criteria shall only be done where circumstances warrant and is not to be considered a right of a dismissed student.
2. Any dismissed student may apply for admission by submitting a regular application for admission and following normal admission procedures.

Graduation

Students who meet all qualifications may be recommended for graduation by the Student Evaluation Committee. Final approval to graduate a student rests with the Administrative Council and, ultimately, the Dean of the School of Dentistry. Other graduation requirements are:

1. Satisfactory completion of all required courses.

2. An overall grade point average of 2.00 or higher.
3. Satisfactory completion of all clinical work in progress, to include payment for services by assigned patients.
4. Return of all assigned institutional property and equipment in acceptable condition.

Advanced Education (Dental Residency Programs)

Post doctoral programs in dental disciplines are designed to bring dentists to a superior level of biologic and technical education and clinical experience. This is necessary to provide oral health care for those patients with unusually complex and challenging oral health problems. Training in research and in teaching gives additional breadth and stature to the graduate and equips him/her to contribute more effectively to the solution of problems confronting society and the profession.

The Medical College of Georgia is an equal opportunity institution and encourages applications from all interested persons.

Descriptions of Advanced Education Programs

Endodontics

Dr. Robert J. Michelich, Program Director

The major objective of the Endodontic residency program is to provide post graduate training in Endodontics and to fulfill the specialty requirements as set forth by the American Dental Association, the American Association of Endodontists and the American Board of Endodontics. This is achieved by the in-depth study of pertinent areas of basic science and correlation of the patho-physiologic processes with the clinical problems encountered in the field of Endodontics. The resident is completely familiarized with the problems of a differential diagnosis and the treatment of pathosis of pulpal origin; provided clinical experiences in the routine and complicated procedures encountered in the field of Endodontics, and provided training and experience in research design and methodology.

The program will permit flexibility to adapt to individual experiences and objectives for the career development of each resident.

Oral Surgery

Dr. Edwin D. Joy, Program Director

Advanced education in Oral Surgery is a three-year, non-degree, post doctoral program designed to satisfy the educational requirements of the American Board of Oral and Maxillofacial Surgery. The study of the

biomedical sciences as they relate to oral surgery are presented throughout the three years in the form of regularly scheduled weekly instructional courses, conferences and seminars and during rotations on the medicine, anesthesia, and neurosurgery services. All residents are engaged in a research or publication project culminating in a report suitable for publication.

Orthodontics

Dr. Eugene H. Williamson, Program Director

The residency program in the Department of Orthodontics is of 24-30 months duration. Successful completion of the program fulfills the specialty training requirements set forth by the American Dental Association, the American Association of Orthodontists and the American Board of Orthodontics. The curriculum consists of a nucleus of orientation courses that are given annually and supplementary courses that are repeated in a biennial cycle. Experience is provided in both the Edgewise and Begg appliance systems. The over-all program emphasizes critical analysis of the literature, differential diagnosis, technical excellence and critical evaluation of treatment results. Interdisciplinary patient management is provided in cooperation with other residency programs within the school. The writing of a scientific article of publishable quality based on clinical research is required.

A Master of Science degree is available under the direction of the Oral Biology Department requiring additional time in residency.

Pedodontics

Dr. James T. Barenie, Program Director

The advanced education program in Pedodontics is a two year certificate program designed to satisfy the education requirements of the American Board of Pedodontics. The program emphasizes the clinical treatment of out-patients and hospitalized in-patients. The study of the biomedical sciences as they relate to pedodontics are presented throughout the two years in the form of regularly scheduled weekly instructional courses, conferences and seminars and during rotations on the pediatric and anesthesia services. All residents are required to complete a research project culminating in a report suitable for publication.

Periodontics

Dr. Jerry J. Garnick, Program Director

The residency program in periodontics provides the post doctoral student with the biological and scientific background to treat all forms of periodontal disease on a rational basis. The student becomes thoroughly familiar with the periodontal literature and receives broad clinical experiences in examination, prognosis and all accepted modes of treatment of periodontal diseases. He is encouraged to continue his learning

experiences after completion of the program by means of the critical review of the literature and experiences in clinical research. Hospital dentistry and a varied patient population are achieved through affiliation with Talmadge Memorial Hospital, University Hospital and Gracewood State School and Hospital.

The Periodontal Residency Program fulfills the requirements set by the American Dental Association and graduates are qualified to take the examination of the American Board of Periodontology.

Perio-Fixed Prosthodontics

Dr. J. Marvin Reynolds, Program Director

This program is designed to integrate periodontal, restorative and prosthodontic treatment at an advanced level. It will provide a broad and in-depth understanding of the nature and causes of periodontal disease, the rationale of periodontal treatment and the subsequent restoration of the dentition. Students will receive a full academic year of didactic and clinical education in periodontics with seminars and literature review continuing through the remaining part of the program. The prosthodontic portion includes clinical and didactic training in complete dentures, fixed and removable partial dentures and maxillofacial prosthesis with the major emphasis on fixed prosthodontics. Residents who successfully complete this program will be educationally qualified to apply for examination by the American Board of Prosthodontics.

Prosthodontics

Dr. Ross H. Hill, Program Director

The advanced education program in Prosthodontics includes clinical and didactic training in complete dentures, fixed and removable partial dentures and maxillofacial prosthodontics with an emphasis on removable prostheses. There is also an affiliation with the University Hospital. Successful completion of this program qualifies the resident to be examined by the American Board of Prosthodontics.

Any of the above post graduate programs can be offered simultaneously with a M.S. in the Oral Biology Program.

General Practice

Dr. Edwin D. Joy, Program Director

This program is designed to equip General Practitioners to better treat their sick patients. Approximately half time is devoted to hospital situations and the other half in seminars, lectures, etc. Applications are available from the Department of Oral Surgery, School of Dentistry, Medical College of Georgia, Augusta, Georgia 30912.

Course Descriptions

Certain courses listed show two numbers following the course titles, i.e., (44-1). These indicate clock hours-credit hours. Other courses show lecture-lab-credit hours, e.g. (5-2-6 hours)

Clinical Practice Management

V. Johnson, Coordinator; J. Brown; C. Scruggs.

CPM 521. Clinical Practice Management. (44-1 hours)

Prerequisites: Satisfactory completion of OCC 514, DAU 511, OPD 511, PER 511, OMD 511, OCC 522, Clinic Protocol, COM 520, OCC 517, DPS 511, OMD 531, OMTP 513, PER 512, RADD 513A, and OPD 512

The practice of dentistry in the clinic environment during which the student is evaluated on his participation, productivity, neatness and orderliness, and the maintenance of dental health records.

CPM 522. Clinical Practice Management. (77-1 hours)

Prerequisites: Satisfactory completion of CPR, DPD 521, RADD 513B, Clinic Protocol, DPS 520, OMTP 521, OSD 513, PER 513, COM 520, OPD 514, and CPM 521

The practice of dentistry in the clinic environment during which the student is evaluated on his participation, productivity, neatness and orderliness, and the maintenance of dental health records.

CPM 523. Clinical Practice Management. (77-1 hours)

Prerequisites: Satisfactory completion of DPS 512, ENDO 521, FIX 522, and CPM 522

The practice of dentistry in the clinic environment during which the student is evaluated on his participation, productivity, neatness and orderliness, and the maintenance of dental health records.

CPM 531. Clinical Practice Management. (140-1 hours)

Prerequisites: Satisfactory completion of POGD 516, OSD 532, FIX 523, RPD 523, PER 516, and CPM 523

The practice of dentistry in the clinic environment during which the student is evaluated on his participation, productivity, neatness and orderliness, and the maintenance of dental health records.

CPM 532. Clinical Practice Management. (176-1 hours)

Prerequisites: Satisfactory completion of PEDO 523, OSD 534, OMD 512, OMTP 523, FIX 531, PHMD 521, and CPM 531

The practice of dentistry in the clinic environment during which the student is evaluated on his participation, productivity, neatness and orderliness, and the maintenance of dental health records.

CPM 533. Clinical Practice Management. (220-1 hours)
Prerequisites: Satisfactory completion of OCC 523, OMTP 532, PER 524, PHMD 531, ORTHO 534, PRO 533, DAI 532, PEDO 524, and CPM 532

The practice of dentistry in the clinic environment during which the student is evaluated on his participation, productivity, neatness and orderliness, and the maintenance of dental health records.

CPM 541. Clinical Practice Management. (341-1 hours)
Prerequisites: Satisfactory completion of RADD 533, ENDO 533, OPD 513, OMTP 541, OMD 532, ODS 541, and CPM 533

The practice of dentistry in the clinic environment during which the student is evaluated on his participation, productivity, neatness and orderliness, and the maintenance of dental health records.

CPM 542. Clinical Practice Management. (340-1 hours)
Prerequisites: Satisfactory completion of ORTHO 541, PER 542, RES 541, OMD 533 and CPM 541

The practice of dentistry in the clinic environment during which the student is evaluated on his participation, productivity, neatness and orderliness, and the maintenance of dental health records.

CPM 543. Clinical Practice Management. (324-1 hours)
Prerequisites: Satisfactory completion of RES 542, CS (ENDO), OCC 533, and CPM 542

The practice of dentistry in the clinic environment during which the student is evaluated on his participation, productivity, neatness and orderliness, and the maintenance of dental health records.

Community Dentistry

(All Dental Courses Taught in One Time Block)

J. Williams, Chairman; J. Hardin; V. Della-Guistina; J. Zwemer*

CMD 140 and 340. Introduction to Preventive Dentistry for Dental Hygiene. (1-0-1 hour)

CMD 511. Orientation to the Profession. (3-0-3 hours)

Dentistry as a profession is traced historically through major controversies. The contemporary challenges of dentistry and its future directions are discussed. Vocational opportunities for the dentist are considered from the standpoint of scope, challenge, and satisfactions. Community clinics, family homes, and dental offices are visited to illustrate the didactic information discussed in the classroom.

CMD 520. Epidemiology and Biostatistics. (3-0-3 hours)

The history and principles of epidemiology are addressed with illustrations from studies involving the control of dental caries. Practical experience is gained through the performance of educational, preventive, and research activities upon elementary school children. Fundamental statistical procedures are used to summarize and analyze the results of

the field data. Students present conclusions of field studies orally as scientific reports.

CMD 530. Practice Location and Dental Care Delivery. (2-0-2 hours)

Formal presentations and student teams are utilized to address the two subject areas. Students are assisted in choosing a practice location through personal involvement with prospective communities. Various modes of dental care delivery are explored. Findings and conclusions of the students are presented at the close of the course utilizing the techniques of role-playing, video tape, and panels.

CMD 540. Dental Jurisprudence and Ethics. (2-0-2 hours)

Both formal presentations and student teams are utilized to address the two subject areas. Opportunities are provided for students to gain practical experience in the subject areas through assigned topics. At the close of the course, findings and conclusions of the students are presented using the techniques of mock trial, role-playing, video tape, and panels.

****CMD 805. Dental Health Delivery in a Changing Society. (4-0-5 hours)**
(Graduate Course for candidates for the Masters Degree in Dental Hygiene)

An elective course designed to explore the continuing influence of society upon the dental profession. Related factors of dental need, manpower, and methods of payment will be addressed. Practical applications to the discipline of Dental Hygiene will be made.

ENR 520 and ENR 530. Dental Electives. (5 credit hours)

A four-week block of electives offered each summer for the personal enrichment of both students and faculty. Students may elect a faculty-designed course(s) from the catalog or may self-design their own course with faculty consultation and supervision.

CMD 530C. Extramural Clinics. (0-5-5 hours)

A required course designed to provide each student with clinical experiences in differing community settings away from campus. Each student will be involved for a total of 6 weeks in one or more ambulatory dental facilities. These facilities will allow the student to apply his clinical skills in the delivery of primary dental care for diverse, unscreened populations of patients.

*Special Appointment.

**Approved for credit toward a Graduate Studies degree.

Dental Materials

C. Fairhurst, Coordinator; K. Anusavice, R. Mitchell, T. Oakabe, W. Outhwaite, R. Ringle.

DPS 511. Dental Materials I. (1-0-1 hours)

The physical and mechanical properties of dental amalgam, composite resin and dental cements introduced in OPD 511 are described. The types of material failures which may result due to manipulation errors are also presented.

DPS 520. Dental Materials II. (1-0-1 hours)

The manipulation, handling characteristics, and properties of impression materials, denture base resins, and dental waxes introduced in OPD 514 and COM 520 are discussed. Also presented are a comparison of porcelain and acrylic resin denture teeth characteristics, and the properties of gypsum products.

DPS 512. Dental Materials III. (1-0-1 hours)

A detailed study is made of all principal materials and techniques required for fabrication of fixed metal restorations. Subjects include high heat investments, die materials, sprue design, casting and finishing procedures, gold alloys, alternatives to gold alloys, and soldering. Initial laboratory exposure to these materials and procedures was made in OPD 514 and FIX 522.

DPS 121 and DPS 321. Dental Materials for Dental Hygiene. (1-0-1 hours)

The effect of manipulation and handling variables on the properties of dental materials used in preventive, and restorative dentistry and prosthodontics is presented. These lectures complement the previous laboratory experience obtained with these materials in DH 122 and DH 322. The materials covered include dental amalgam, acrylic resins, metals and alloys, impression materials, dental instrument materials, dental cements, and gypsum products.

Endodontics

R. Walton, Chairman; J. Goldstein; R. Michelich.

ENDO 521. Fundamentals of Endodontics. (2-4-3 hours)

This introductory lecture and laboratory course presents principles in prevention, diagnosis, treatment planning and treatment implementation related to pulpal and periapical pathosis. Some of these principles are correlated to appropriate concepts in basic sciences.

ENDO 533. Advanced Endodontics. (1-0-1 hours)

A consideration of the more complex problems related to pulpal pathosis and treatment. Discussed are restorations following endodontic treatment, diagnosis and care of emergencies, and indications and techniques of endodontic surgery.

ENDO 542. Endodontics Seminar. (1-0-1 hours)

The class is divided into small discussion groups to consider selected topics of special interest and to present problem patient cases.

Occlusion

D. Lundquist, Coordinator; G. Loft; M. Reynolds.

OCC 514. Introductory Occlusion. (4-12-10 hours)

The lectures describe in detail tooth morphology and correlate this to mandibular movements. Movement is described in the frontal, sagittal and horizontal planes. The effects of

different movements on cusp placement, cusp height and ridge and groove direction are demonstrated.

The laboratory experiences apply this knowledge to practical waxing procedures with emphasis on improving digital dexterity and tri-dimensional spatial visualization.

OCC 517. Occlusal Equilibration. (1-3-2 hours)

Prerequisite: OCC 514

Lectures and laboratory procedures demonstrate the techniques required for evaluating the occlusion of a natural dentition and establishing the intercuspal position coincidental with the retruded contact position.

OCC 523. Evaluation of Registration. (1-1-2 hours)

Prerequisite: OCC 517

Lectures and clinical experiences to determine the accuracy of various methods and materials used in registering maxillomandibular relations.

OCC 533. Causes and Treatment of Mandibular Dysfunction. (1-1-2 hours)

This is a conjoint course that presents the multi-causal factors of craniofacial pain and the relationship of occlusion to these signs and symptoms. The role of occlusal treatment and other modalities will be presented. Clinical and laboratory phases will include various types of splint construction.

OCC 541C. Clinic. (0-2-1 hours)

Prerequisite: OCC 517

A clinical experience utilizing the principles of diagnosis, evaluation and occlusal equilibration to obtain a physiologic occlusion for three patients.

Oral Biology — Anatomy

M. Sharawy, Coordinator; J. Boshell; I. Hawkins*; F. Lake; M. Mark*; N. O'Dell; R. Walton*; G. Williamson*.

ANMD 511. General Microanatomy and Embryology. (4-1-5 hours)

Prerequisite: College Biology

This course provides an in-depth study of the cytology and histology of the primary tissues. Tissues from the oral cavity are used for laboratory studies. The course includes ten hours of general human embryology and stresses the development of the orofacial structures. The objectives of the course are to correlate the structure and function of cells and tissues to clinical dental problems.

ANMD 513. Applied Head and Neck Anatomy. (1-3-4 hours)

Prerequisite: ANMD 511

In this course, the lectures (30% of total time) correlate the anatomical information learned in the laboratory (70% of total time) to clinical problems, and also ties the regional approach of laboratory anatomy to a systemic physiological anatomy. The students are required to satisfactorily dissect the head region. Models and movies on prodissections are available to supplement dissection.

ANMD 515. Applied Head and Neck**Anatomy.****(1-3-4 hours)**

Prerequisite: ANMD 513

This course is a continuation of ANMD 513, in which the students dissect the superficial and deep structures of the neck region. Correlation of the anatomical information learned to clinical problems is emphasized and practiced by students during the course.

ANMD 517. Dental and Systemic**Histology.****(4-1-5 hours)**

Prerequisite: ANMD 511

This course consists of lectures, laboratories and clinical conferences which are designed to emphasize the functional microanatomy of human organs. Forty percent of the allotted course time is used to study the applied microanatomy of the oral and perioral tissues. Emphasis is placed on the correlation of the basic science information with clinical dental problems.

ANMD 532. Systemic Anatomy.**(2-4-5 hours)**

Prerequisites: ANMD 513 and 515

The students through laboratory dissection, study of models and movies on prodissection, learn the anatomical organization of axilla, thorax, abdomen, pelvis, axilla, upper and lower extremities. The dissection manual and the lectures help the students in studying the human body on a systemic basis. Clinical correlation is emphasized throughout the course.

NS 514. Neurosciences.**(4-1-5 hours)**

Prerequisites: ANMD 511, 513, 515, and 517

This course is presented jointly by the divisions of Anatomy and Physiology of the Department of Oral Biology and by the Department of Oral Surgery. It deals with the structure and function of the nervous system. The course consists of lectures, laboratories, and bioclinical seminars. The basic science information is correlated to neuropathies of dental interest whenever applicable.

OBIO 811. Head and Neck Anatomy.**(2-0-2 hours)**

This advanced course is designed to treat in depth various topics, of dental interest, in the area of applied anatomy of the head and neck region. As an introduction to the course an overview of the descriptive head and neck anatomy will be given. The developmental anatomy of the face, common congenital anomalies and experimental teratogenesis will be presented. The study of the radiologic anatomy of the head including cephalometry and angiography is planned. Functional anatomy of the mechanisms of mastication, deglutition, taste and the methodology involved in their study will be presented. Neural pathways related to various neuralgias, toothache and headache will be discussed. The surgical anatomy of fascia, lymphatics and temporo-mandibular joint will be described. At the end of the course, presentation of recent advances in the ultrastructure of epithelium, connective tissue, muscle, and nerves are planned.

ANM 132 and 332. Anatomy and Physiology**for Dental Hygiene.****(6-0-6 hours)**

This course is designed to teach the microanatomy of human tissues with emphasis on the teeth, oral mucosa and

salivary glands. Moreover, the gross anatomy of human organ systems is presented briefly. Emphasis is placed on the muscles of facia expression, muscles of mastication, and the blood and nerve supply to the oral and perioral tissues. In addition, programmed learning packages on membrane, muscle, nerve, cardiovascular, respiratory, and endocrine physiology are used.

*Joint Appointment or Part-time.

Oral Biology — Biochemistry

S. Bustos-Valdes, Acting Coordinator; T. Dirksen; J. Erbland; W. Karp*; M. Ringer.

BCM 510. Biochemistry I.**(6-0-6 hours)**

Prerequisite: Predental Courses

Essential biochemical concepts are presented to dental students with the purpose of developing their awareness for the molecular events that occur in living cells in general and in particular in the soft and hard tissue cells of the oral cavity and surrounding structures. Correlations between biochemistry and dental clinical sciences are emphasized during lectures and bioclinical seminars designed for this effect. These bioclinical correlations are aimed at providing the student with a background that will enable him to translate clinical dental cases into meaningful biochemical terms.

Lectures during the first quarter include: Structure and Function of Proteins and the Chemistry and Metabolism of Carbohydrates and Lipids. One bioclinical seminar is presented during this quarter.

BCM 511. Biochemistry II.**(5-0-5 hours)**

Prerequisite: BCM 510

This is a continuation of BCM 510. Lectures include: amino acid metabolism and urea cycle, chemistry and metabolism of nucleic acids, protein synthesis, biochemical concepts of nutrition, and the chemistry and metabolism of calcified tissues. Ordinarily two bioclinical seminars are presented during this quarter.

OBIO 531. Clinical Laboratory**Procedures.****(2-0-2 hours)**

Prerequisite: Oral Biology Courses to Date

This course covers various fundamental biochemical and microbiological laboratory testing procedures which are suitable for utilization in the routine practice of dentistry.

OBIO 541. Cranial Nerve Testing.**(1-0-1 hours)**

This course complements the neural sciences course offered during the first year of the dental curriculum. The course consists of lectures and bioclinical seminars on the neurological examination, structures and functions of cranial nerves and cranial nerve disorders of interest to dentistry.

OBIO 822. Oral Biochemistry — Graduate Course.**(2 hours)**

See School of Graduate Studies, Oral Biology

BIO 131-331. Biochemistry for Dental Hygiene I. (3-0-3 hours)

Prerequisite: Dental Hygiene Student

This course reviews organic and inorganic chemistry as it relates to dental hygiene. A basic understanding of chemical principles is developed as a prerequisite to the study of biochemistry and nutrition. Inorganic and organic chemicals used in dentistry are emphasized.

BIO 132-332. Biochemistry for Dental Hygiene II. (3-0-3 hours)

Prerequisite: BIO 131-331

This course stresses basic biochemical principles relating to dentistry and nutrition. Biochemical mechanisms of drug interactions and the biochemical basis of disease are stressed. Also discussed are the metabolic role of vitamins and the major foods as a key to sound nutritional counseling.

*Part-time.

Oral Biology — Microbiology

G. Schuster, Coordinator; G. Burnett, Emeritus; J. Bulkacz; K. Volkmann.

MIBD 522. Oral Microbiology and Infectious Disease I. (5-0-5 hours)

Lectures on microbiology and immunology including microbial physiology, metabolism, genetics and mechanism of pathogenesis, and basic principles of immunology and immunological responses.

MIBD 523. Oral Microbiology and Infectious Disease II. (4-0-4 hours)

Prerequisites: Biochemistry 510, 511, MIBD 511

Lectures and laboratory on infectious diseases with special emphasis on those with oral manifestations. The laboratories provide experiences in application of microbiology to the practice of dentistry.

MIB 130-301. Microbiology for Dental Hygienists. (4-0-4 hours)

Prerequisite: Biochemistry

Lectures on principles of microbiology, immunology and infectious disease and their applications to the practice of dental hygiene.

MIB 200-201. Microbiology for Dental Assistants. (4-0-4 hours)

Lectures and demonstrations on fundamental principles of microbiology, aseptic procedures, and sterilization and disinfection for dental assistants.

Oral Biology — Pharmacology

L. Gangarosa, Coordinator; A. Ciarlone; B. Fry.

PHMD 521. General Pharmacology. (4-0-4 hours)

Prerequisites: Biochemistry and Physiology

This course combines general topics in Pharmacology with Dental Therapeutics. The former category serves as a foundation for understanding pharmacotherapeutics and medical drugs which dental patients use. Therapeutics is more specialized emphasizing drugs used by dentists and includes posology and prescription writing. This course stresses principles of drug action as a sound basis for therapeutics. The drugs emphasized in this course are autonomic agents, autopharmacological agents, endocrines, respiratory agents and drugs affecting the heart and blood elements. Special problems in drug therapy of oral tissues are emphasized. The same approach is used in the subsequent course, PHMD 531.

PHMD 531. Pharmacology and Therapeutics II. (4-0-4 hours)

Prerequisite: PHMD 521

This course is a continuation of PHMD 521. Subjects presented include: local and general anesthetics, sedative-hypnotics, drugs that alter mood, analgesics and antibiotics. Special emphasis is placed on drugs used for chemotherapy of infection and on agents used for the control of pain and anxiety.

PHM 230 and PHM 430. Dental Hygiene Pharmacology. (4-0-4 hours)

Prerequisites: Human Anatomy and Physiology and Biochemistry

A basic pharmacology course that includes: 1) general principles, 2) a study of drugs commonly used to treat diseases and disorders of the nervous, cardiovascular-renal, gastrointestinal, and endocrine systems, and 3) consideration of antibiotics and chemotherapy. Special emphasis is placed on drugs used in dentistry and also on how certain drugs affect the treatment and response of the dental patient.

OBIO 863. Dental Pharmacology. (2-0-2 hours)

See Graduate School, Oral Biology

Oral Biology — Physiology

J. Weatherred, Coordinator; D. Pashley; G. Whitford.

PHYD 513. Human Physiology. (4-0-4 hours)

Prerequisites: Anatomy, Histology and Biochemistry

An integrated study of the functional systems of the human body ranging from molecular interaction to organismic behavior. Special emphasis is placed on those principles and concepts related to dental practice.

PHYD 520. Human Physiology. (4-0-4 hours)

Prerequisite: PHYD 513

Continuation of PHYD 513.

OBIO 523. Cariostatic Mechanisms of Fluoride. (2-0-2 hours)

Prerequisite: Oral Biology Courses to Date

This course provides an overview of our current understanding of how fluoride inhibits caries formation. Areas covered will include the influence of fluoride on plaque formation, bacterial metabolism, and remineralization. Other areas for discussion are a historical perspective, distribution of enamel, salivary transport, methods of delivery, arguments of anti-fluoridationists, soft tissue metabolism, and toxicity.

See Offerings in Other Departments and Schools:

NS 514. Neurosciences (See Oral Biology — Anatomy)

ANM 132-332. Anatomy and Physiology for Dental Hygiene (See Oral Biology — Anatomy)

OBIO 833. Physiology of the Stomatognathic System

(See Graduate School — Oral Biology)

PHY 803. Peripheral Circulation (See Graduate School — Physiology)

Oral Medicine

B. Rice, Chairman; R. Easmann; H. Merchant; R. Wynn.

OMD 511. Oral Diagnosis I. (2-0-2 hours)

An introduction to the technique of oral physical examination and collection of diagnostic data. The student is introduced to patient management in the clinic.

OMD 512. Physical Diagnosis. (2-0-2 hours)

Prerequisite: OMD 511

The techniques of physical examination routinely performed in a dental office are described and practiced. The collection and correlation of all pertinent health data and its importance in the diagnostic process is discussed.

OMD 531. Nutrition. (1-0-1 hours)

Prerequisite: Biochemistry

Various aspects of nutritional counseling with patients are practiced. Some of the major nutritional problems encountered in the clinical practice of dentistry are discussed.

OMD 532. Oral Medicine I. (3-0-3 hours)

Prerequisites: Biochemistry, Anatomy, Microbiology, Physiology, OMD 511, OMD 512, Pathology, Oral Pathology

This course considers the oral manifestations of systemic disease and the effect of oral disease on systemic health.

OMD 533. Oral Medicine II. (3-0-3 hours)

Prerequisite: OMD 532

This is a continuation of OMD 532 largely in a problem solving format.

OMD 522C. Clinic. (1 hour)

This is the clinical component of Oral Diagnosis and Treatment Planning. The student carries out the oral physical examination, history taking, and other diagnostic procedures indicated for the patients which have been assigned through the office of the Coordinator of Patient Care. In this clinical activity the student has the opportunity to put into practice the principles previously presented in his didactic courses.

OMD 531C. Clinic. (1 hour)

Prerequisite: OMD 522C

This is a continuation of the diagnostic and treatment planning procedures carried out for patients with oral disease problems of increasing complexity.

OMD 533C. Clinic. (1 hour)

Prerequisites: OMD 522C, OMD 531C

This is a continuation of the diagnostic and treatment planning procedures carried out for patients with oral disease problems of increasing complexity.

OMD 542C. Clinic. (2 hours)

Prerequisites: OMD 522C, OMD 531C, OMD 533C

This is a continuation of the diagnostic and treatment planning procedures carried out for patients with oral disease problems of increasing complexity.

OMPO 533. Practitioner Orientation I. (2-0-2 hours)

This course is an introduction to the fundamental principles of practice of administration.

OMPO 541. Practitioner Orientation II. (2-0-2 hours)

Prerequisite: OMPO 533

A continuation of the principles of practice administration. The student is required to prepare a written statement on his philosophy of practice.

OMPO 542. Practitioner Orientation III. (1-0-1 hours)

Prerequisites: OMPO 533, OMPO 541

A continuation course on the principles of practice administration. The student is required to prepare a detailed manual of practice procedures. This can be utilized as a training manual.

OMTP 513. Principles of Treatment

Planning I. (1-0-1 hours)

This course introduces the student to the principles used in planning comprehensive treatment for patients. This is the first of a series of courses designed to apply the principles of treatment planning to patients who present with oral health problems of increasing complexity.

OMTP 521. Principles of Treatment

Planning II. (1-0-1 hours)

Prerequisite: OMTP 513

This is a continuation of the principles of treatment planning. Practice is begun in applying the principles to clinical problems.

OMTP 522. Principles of Treatment

Planning III. (1-0-1 hours)

Prerequisites: OMTP 513, OMTP 521

This is a continuation of principles of treatment planning as they apply to clinical problems. More complex types of problems are considered commensurate with the students progress in didactic courses.

OMTP 523. Principles of Treatment

Planning IV. (1-0-1 hours)

Prerequisites: OMTP 513, OMTP 521, OMTP 522

This is a continuation of the previous course. Application of fundamental principles to increasingly complex problems is practiced.

OMTP 541. Principles of Treatment Planning V. (1-0-1 hours)

Prerequisites: All previous OMTP courses

This is a continuation of the clinical application of the principles of treatment planning.

CS 543. Clinical Seminar in Principles of Treatment Planning VI. (3-0-3 hours)
(Co-joint courses with the Department of Occlusion)

Prerequisites: All previous OMTP courses

Each student presents a fully documented case in which he has personally applied the principles of treatment planning.

OMD 140 and OMD 340. Nutrition. (2-0-2 hours)

Various aspects of nutritional counseling with patients are practiced. Some of the major nutritional problems encountered in the clinical practice of dental hygiene are discussed.

OMD 220 and OMD 420. Oral Medicine. (2-0-2 hours)

This course is designed to teach the hygienist to recognize deviations from normal, oral manifestations of systemic disease, and the effect of oral disease on systemic health.

Oral Pathology

R. McKinney, Acting Chairman; B. Singh; S. Kolas.

PATH 522. General Pathology I. (4-1-5 hours)

Prerequisites: Histology, Biochemistry and Physiology

This course embodies the basic principles of disease and abnormal anatomy. Considerable attention is given to the understanding of the mechanisms underlying biological change at the cell and subcellular level. The parameters of cell injury, inflammation, carcinogenesis wound healing, living agents of disease, circulatory disturbances, and inborn errors of metabolism are studied in depth.

PATH 523. Oral Pathology I. (5-0-5 hours)

Prerequisites: Gross Anatomy, Embryology, Histology, General Pathology I, Biochemistry and Physiology

With the use of a problem solving oriented programmed test and lecture-discussion periods to reinforce learning, course objectives for the student include: an awareness and understanding of the etiology, pathogenesis and pertinent clinico-pathologic aspects of oral and paraoral disease; to establish a diagnosis, prognosis and general guidelines or suggestions for patient care. The various classes of pathoses include: benign premalignant and malignant neoplasms of oral and odontogenic origin; diseases and tumors of the salivary glands and bone; infectious diseases; oral manifestations of dermatologic diseases.

PATH 531. Oral Pathology II. (3-0-3 hours)

Prerequisite: Oral Pathology I

This course is a continuation of PATH 523 Oral Pathology I and employs the same educational format and general objectives. In addition, the biopsy diagnostic method is discussed. The specific classes of pathoses include: developmental disturbances; sequela to dental caries, i.e. pulpal and periapical disturbances and spread of dental infection; wound healing; oral injuries; reactive proliferations; regressive alterations and periodontal diseases.

PATH 532. General Pathology II. (3-1-4 hours)

Prerequisites: General Pathology I and Gross Anatomy (may be taken concurrently)

This course examines the disease processes that effect the various organ systems of the human body (not including the oral and perioral regions). Discussion centers around the etiology, pathogenesis, clinical implications and sequelae of various diseases. Disease alterations are examined at the gross and microscopic level in laboratory sessions. Correlation of systemic diseases of importance in dentistry are emphasized.

PATH 542. Oncology. (3-0-3 hours)

Prerequisites: General Pathology I and II and Oral Pathology I and II

This is a multidisciplinary lecture-discussion course including dental and medical aspects of the management of patients with head and neck tumors. The general objectives of the course are to provide the student with an awareness and understanding of oncologic diagnostic principles and particularly the principal modes of treatment including chemotherapy, radiotherapy, surgical care, reconstructive surgery, maxillo-facial prosthodontics and emotional reaction to cancer. Recent advances in cancer research are discussed.

PATH 130 and PATH 330. Pathology. (4-0-4 hours)

Prerequisites: Anatomy, Biochemistry and Physiology

This course deals with the general principles and underlying mechanisms of disease phenomena. The areas of disease entities include cellular pathology, inflammation, living agents of disease, neoplasia, diseases of the cardiovascular and respiratory systems, disturbances of the genito-urinary system and breast and the digestive system. The causes, mechanisms and clinical implications or systemic diseases will be considered. Special attention is devoted to diseases of the oral cavity. These include: developmental disturbances, oral neoplasia, odontogenic tumors and cysts, salivary gland disturbances, bone diseases and pulpal and periodontal pathosis. The educational format includes lectures, slide discussion and movies.

PATH 118. Pathology. (2-0-2 hours)

Prerequisites: Anatomy and Physiology

This course deals with the general principles, causes and underlying mechanisms of disease phenomena. The disease entities include cell injury, inflammation, neoplasia, cardiovascular and respiratory disease disturbances of the genito-urinary system, disturbances of the breast and digestive system. Special attention is devoted to diseases of the oral cavity. These include: oral neoplasia, pulpal and periapical disturbances reactive and degenerative changes, developmental disturbances and odontogenic tumors and cysts. The educational format includes lectures, slide discussion and movies.

OBIO 852. Molecular Pathology (See Graduate School — Oral Biology)

OBIO 854, 855, 856. Oral Pathology (See Graduate School — Oral Biology)

OBIO 857, 858, 859. Special Topics in Oral Pathology (See Graduate School — Oral Biology)

Oral Surgery

E. Joy, Chairman; R. Bays; W. Hammer.

OSD 513. Local Anesthesia. (2-0-2 hours)

Prerequisites: Anatomy, Physiology

Local anesthesia is the introductory course in pain control and patient management. The pharmacology of local anesthetic agents is presented in detail. The clinical techniques of local anesthetic administration are presented in lecture and practiced in the laboratory.

OSD 532. Fundamentals of Oral Surgery. (2-0-2 hours)

Prerequisites: Local Anesthesia, Basic Sciences

The course consists of lectures designed to provide the student with basic information necessary to successfully complete clinical requirements in oral surgery and to subsequently complete clinical requirements in oral surgery and to subsequently perform those surgical techniques which are within the scope of a general practitioner. Introductory lectures on Hospital Dentistry are presented.

OSD 533. Sedation and Anxiety Control. (2-0-2 hours)

Prerequisites: Basic Sciences, Local Anesthesia, Fundamentals of Oral Surgery

This course is designed to present the basic concepts of sedation along with its rationale. The pertinent physiology and pharmacology information is presented. The techniques of inhalation and intravenous sedation are discussed and practiced in the laboratory.

OSD 541. Advanced Oral Surgery. (3-0-3 hours)

Prerequisite: Fundamentals of Oral Surgery

Advanced Oral Surgery consists of 32 hours of lectures covering the broad scope of oral surgical procedures including orthognathic surgery, pre-prosthetic surgery, treatment of infections, management of tumors and cysts, surgical treatment of diseses of the temporomandibular joint, treatment of facial trauma and principles of implantation and transplantation.

OSD 550C. Hospital Clerkship. (2 hours)

Prerequisites: Fundamentals of Oral Surgery, Advanced Oral Surgery, and Sedation I and II

Hospital Clerkship is a full-time, one week activity designed to give the dental student an introduction to hospital dentistry and orientation to the role of the dentist in the hospital. Students are assigned to dental services at University and Talmadge Hospitals where they take night call twice and treat oral surgery patients in the clinics and operating rooms. The student becomes familiar with methods of admission and discharge of patients, the hospital chart, initiating hospital orders and obtaining and providing consultations for other hospital services.

Two students at a time participate in the clerkship for one week. The week extends from 7:25 a.m. Monday to noon on Saturday. Two nights "on call" at University Hospital are included.

Orthodontics

E. Williamson, Chairman; M. Simmons.

POGD 516. Growth and Development. (3-1-4 hours)

Prerequisites: Anatomy, Occlusion, Physiology

This course covers the basic principles of growth and development along with the application of interceptive orthodontics. A series of lectures will describe the classification of malocclusion, the use of cephalometric radiographs in describing normal and abnormal and the development of occlusion through the transitional stage. Facial and whole body growth will be described in detail. Laboratory sessions will be utilized for cephalometric radiograph tracing, and the construction of various interceptive orthodontic appliances.

ORTHO 534. Introduction to Minor

Tooth Movement.

(2-1-3 hours)

Prerequisite: POGD 516

A course teaching the fundamentals of minor tooth movements in the adult. Ortho 534 describes the techniques required for orthodontics to be used as an adjunct to restoring mature dentitions. Topics covered in lecture include biomechanics, orthodontic forces, anchorage and appliance construction. Laboratory sessions deal with the construction of a fixed molar uprighting appliance, removable appliance techniques, and minor space closing mechanics.

ORTHO 542. Introduction to Orthodontic Diagnosis and Treatment Planning (1-0-1 hours)

Prerequisites: POGD 516, ORTHO 534

Orthodontics 542 is a seminar series demonstrating classic malocclusions, their etiology, diagnosis and treatment plans. Patient records will be presented which will illustrate the care and management of each type. The students will be required to abstract the records of a patient which has been treated in the Graduate Orthodontic Clinic. The abstract must include a critique of the results.

Pedodontics

D. Myers, Chairman; J. Barenie; R. Bell.

PEDO 523. Preclinical Pedodontics. (1-1-2 hours)

Didactic material and technic laboratory exercises necessary for Clinical Pedodontics.

PEDO 524. Preclinical Pedodontics. (1-1-2 hours)

Continuation of didactic material and technic laboratory exercises necessary for Clinical Pedodontics.

PEDO 533C. Clinical Pedodontics.

PEDO 543C. Clinical Pedodontics.

POGD 516. Pedodontic-Orthodontic Growth and Development. (3-1-4 hours)

Conjoint course with the Orthodontic Department covering growth and development of the face and dentition.

Periodontics

B. Pennel, Chairman; J. Clark; J. Garnick; J. Keagle.

PER 511. Periodontics. (2-0-2 hours)

This course is concerned with the healthy periodontium and chronic inflammatory periodontal diseases. Local etiologic factors, patient education, oral hygiene, prevention and an introduction to instrumentation are also covered.

PER 512. Periodontics. (3-0-3 hours)

Prerequisite: PER 511

This course is concerned with instrumentation, gingival curettage and the acute periodontal diseases as well as the history, examination, diagnosis, and prognosis of patients with periodontal disease.

PER 513. Periodontics. (1-0-1 hours)

Prerequisite: PER 512

PER 513 completes the periodontal diseases with a discussion of dystrophic periodontal conditions and periodontal trauma from occlusion. The subject of periodontal surgery is initiated with general consideration and follows with a detailed coverage of the gingivectomy.

PER 516. Periodontics. (1-0-1 hours)

The flap operation is covered by lecture, PIP program and with a movie and various mucogingival and perio-endo problems are covered. The remainder of the quarter is concerned with the osseous lesions in terms of diagnosis, management and wound healing.

PER 524. Periodontics. (2-0-2 hours)

Prerequisite: PER 513

A laboratory session provides students with the opportunity to perform a gingivectomy and flap operation utilizing models. Osseous defects are also corrected in a laboratory course. The role of systemic diseases in the etiology of periodontal disease, current etiology, periodontal wound healing and the relationship between periodontics and restorative dentistry are also covered.

PER 523C. Periodontics Clinic. (1 hour)

By the end of the sixth quarter, students must have completed the necessary procedures to establish periodontal health for a minimum of four patients.

PER 533C. Periodontics Clinic. (3 hours)

Prerequisite: PER 523C

By the end of the ninth quarter, students must have completed the necessary procedures to establish periodontal health for a minimum of eight patients. Students should participate in one surgical procedure.

PER 542. Periodontics. (2-0-2 hours)

Prerequisite: All other periodontics courses

This seminar course serves to review all previous material as well as providing an opportunity for discussing various aspects of patient management.

PER 543. Periodontics Clinic. (5 hours)

Prerequisite: PER 533C

By the end of the twelfth quarter, students are to have established and maintained periodontal health of all patients under their care. They must have participated in a total of six surgical procedures.

PER 400. Dental Hygiene —

Periodontics. (2-0-2 hours)

A thorough discussion of the normal and diseased periodontium including etiology, diagnosis, and rationale for various treatment procedures.

***PER 807. Advanced Periodontics for**

Dental Hygienists. (5 hours)

A review of the principles of periodontology, etiology and classification of periodontal disease. Through lecture and seminar discussion there will be an in-depth study of the rationale of various surgical and nonsurgical periodontal treatment. In addition, opportunities in clinical setting will be provided to illustrate these factors.

*Approved for credit toward a Graduate Studies degree.

Prosthodontics

A. Rahn, Chairman; G. Fiebiger; B. Goldman; R. Hill; G. Parr; V. Urbanek.

OCC 522. Occlusion for Artificial Dentition. (1-1-2 hours)

Prerequisite: OCC 513

Lectures and laboratory sessions on the various concepts of occlusion for the artificial dentition, including physiology of occlusion, philosophy, and technique of arrangement of anatomic and non-anatomic denture teeth.

COM 520. Complete Dentures. (3-7-10 hours)

Prerequisite: OCC 522

Lecture, laboratory and clinical experiences on the various aspects of complete denture construction are presented.

RPD 523. Removable Partial Dentures. (9-3-6 hours)

Prerequisites: COM 520, OCC 522

Clinical-laboratory technique course designed to teach the fundamentals of good RPD design and fabrication. Considerable emphasis is placed on examination, sequential treatment planning, and mouth preparation inclusive of occlusal modifications to assure optimal stability and occlusal harmony during function.

PRO 533. Advanced Prosthodontics. (1-1-2 hours)

Prerequisites: OCC 522, RPD 523, COM 520

Lecture and laboratory course which is primarily concerned with immediate dentures, overdentures and advanced concepts of removable partial denture design.

Radiology

W. Wege, Coordinator

RADD 513. Radiology. (2-0-2 hours)

Prerequisite: College level Physics

This course covers the fundamentals of radiation production, radiation hazards and protection, dental radiographic technique, and interpretation.

RADD 128 and RADD 328. Dental

Radiology. (2-3-3 hours)

This course is designed to acquaint the dental hygiene student with the fundamentals of radiology, intra-oral techniques for taking and processing of radiographs are taught. Clinical time is afforded for the application of these principles.

RADD 228 and RADD 428. Radiology

Technique. (0-4-1 hours)

Using knowledge and skills learned in RADD 128 and RADD 328, students receive clinical experience in the dental radiology clinic of the School of Dentistry during their second year of training. This course continues for three quarters.

RADD 533. Radiology. (1-0-1 hours)

This is an advanced course in dental radiology including extra-oral techniques, interpretation and radiation therapy.

Restorative

C. Morris, Chairman; Q. Davis; W. Edwards; T. Garman; I. Hawkins; D. Koth; A. Nayyar; J. Sherrer; D. Smith; H. Williams.

OPD 511. Operative Dentistry. (2-3-5 hours)

The introductory course in operative procedures which teaches the principles and techniques of conservative cavity preparation and restoration of teeth with silver amalgam and esthetic restorative materials. The laboratory consists of treating simulated natural teeth and extracted human teeth.

OPD 512. Operative Dentistry. (2-2-4)

Prerequisite: OPD 511

This course is a continuation of OPD 511 that includes the use of silver amalgam in more extensively involved teeth. The latter segment of the quarter introduces the student to supervised patient treatment applying operative principles and techniques thus far acquired.

OPD 513. Operative Dentistry. (1-2-3 hours)

Prerequisites: OPD 511, OPD 512, OPD 514, FIX 522, DPS 511, FIX 531

This course is an introduction to a variety of direct golds, the practical clinical application and the placement in a selection of preparations on simulated natural teeth.

RES 522C. Restorative Clinic. (0-2-2 hours)

Prerequisites: OPD 511, OPD 512, OPD 514, DAU 511, DPS 511

A variety of operative procedures are performed on patients in a closely supervised clinical environment.

RES 531C. Restorative Clinic. (0-4-4 hours)

Prerequisites: OPD 511, OPD 512, OPD 514, DAU 511, DPS 511, FIX 522, RES 522C

A variety of restorative procedures are performed on patients in a closely supervised clinical environment.

RES 532C. Restorative Clinic. (0-3-3 hours)

Prerequisites: OPD 511, OPD 512, OPD 514, DAU 511, DPS 511, FIX 522, FIX 531, RES 522C, RES 531C

A variety of restorative procedures are performed on patients in a closely supervised clinical environment.

OPD 514. Operative Dentistry. (3-5-8 hours)

Prerequisites: OPD 511, OPD 512, DPS 511

This basic course encompasses the principles and techniques encountered in preparation of teeth and subsequent fabrication of gold castings for single tooth restorations.

FIX 522. Fixed Partial

Prosthodontics I. (2-3-5 hours)

Prerequisites: OPD 511, OPD 512, OPD 514, DPS 511

The preclinical course consists of lecture and laboratory segments. The fundamentals of abutment preparation, retainer and pontic design for the fabrication of Fixed Partial prostheses are taught.

FIX 523. Fixed Partial

Prosthodontics II. (1-2-3 hours)

Prerequisite: FIX 522

Fundamentals and principles taught in FIX 522 are applied in the fabrication of an anterior Fixed Partial prosthesis. In addition to the lecture and laboratory segments, a clinical phase is taught during which a single or multiple unit cast restoration is fabricated for a patient in the clinic.

FIX 524. Fixed Partial

Prosthodontics III. (1-0-1 hours)

Prerequisites: FIX 522, FIX 523

This is a lecture-seminar course which serves to coordinate laboratory and clinical experiences. It coincides with increased clinical experience in fixed prosthodontics.

FIX 531. Dental Ceramics. (1-2-3 hours)

Prerequisites: OPD 511, OPD 512, OPD 514, FIX 522, DPS 511

The fabrication and clinical application of the porcelain jacket crown, porcelain-fused-to-metal and porcelain inlay restorations are studied. Laboratory activity includes fabricating a porcelain-fused-to-metal crown, a porcelain inlay and use of ceramic pigments in characterization and shade control.

RES 533C. Restorative Clinic. (0-7-7 hours)

Prerequisites: OPD 511, OPD 512, OPD 514, DAU 511, DAU 512, DPS 511, FIX 522, FIX 531, RES 522C, RES 531C, RES 532C

A variety of restorative procedures are performed on patients in a closely supervised clinical environment.

RES 541C. Restorative Clinic. (0-5-5 hours)

Prerequisites: OPD 511, OPD 512, OPD 514, OPD 513, DAU 511, DAU 512, DPS 511, FIX 522, FIX 531, RES 522C, RES 531C, RES 532C, RES 533C

A variety of restorative procedures are performed on patients in a supervised comprehensive clinical environment.

CS 541. Restorative Seminar I. (1-0-1 hours)

A lecture seminar course reviewing current methods of restorative treatment.

RES 542C. Restorative Clinic. (0-5-5 hours)

Prerequisites: OPD 511, OPD 512, OPD 514, OPD 513, DAI 511, DAI 512, DPS 511, FIX 522, FIX 531, RES 522C, RES 531C, RES 532C, RES 533C, RES 541C

A variety of restorative procedures are performed on patients in a supervised comprehensive clinical environment.

CS 542. Restorative Seminar II. (1-0-1 hours)

A lecture seminar course reviewing advancements and research in restorative materials and techniques.

RES 543C. Restorative Clinic. (0-4-4 hours)

Prerequisites: OPD 511, OPD 512, OPD 514, OPD 513, DAI 511, DAI 512, DPS 511, FIX 522, FIX 531, RES 522C, RES 531C, RES 532C, RES 533C, RES 541C, RES 542C

A variety of restorative procedures are performed on patients in a supervised comprehensive clinical environment.

CS 543. Restorative Seminar III. (1-0-1 hours)

A lecture seminar course concerning alternate treatment procedures in restorative dentistry.

Restorative Dentistry — Dental Practice Dynamics

A. Smith, Coordinator; G. Heuer; R. Kaltenbach; N. Minden; R. Talman.

DAI 511. Introduction to Operatory Procedures. (1-0-1 hours)

Lectures on the care and maintenance of dental equipment; operation of dental operatory equipment; chair, patient and operator positions; instrument sterilization rationale and procedures; and basic interpersonal skills.

DPD 521. Interpersonal Communication and Behavior Modification (3 Day Period) (24-0-2 hours)*

Practical training in a workshop setting in techniques of communication and behavior modification appropriate to the dental setting. A model of the behavioral change process is presented. Didactic-experiential presentation emphasizes the

importance of human relations skills, motivation, treatment contracting, analyzing performance problems and behavioral management techniques. In addition, a section on behavioral approaches to pain control is presented. Students apply principles to actual patients during regular clinical treatment.

DAI 532. Dental Auxiliary Utilization. (1-0-1 hours)

Prerequisite: DAI 511

Lectures in the methods of four-handed, sit-down operating techniques with emphasis on efficiency of motion, stress-free operating style and auxiliary management.

DPD 542. Dental Practice Dynamics. (0-32-2 hours)*

Prerequisite: DAI 511 and 532

Practice in the clinical setting of four-handed, sit-down dental techniques; and the utilization and management of a trained dental assistant while treating patients.

DPD 541. Principles and Practices of Small Business Administration. (40-0-3 hours)*

Within small group seminars, specific areas of business administration are discussed and applied to private practice dentistry. The subject matter includes facilities and equipment design and evaluation; the selection and management of support personnel; association and lease contracts; principles and practices of accounting and finance. Emphasis is placed on the students' ability to establish practice objectives, evaluate management situations, and make appropriate decisions.

DH 145 and DH 345. Interpersonal Communications and**Behavior Modification. (3-0-3 hours)**

Practical training in a helping model of communication and behavior modification in techniques as applied to the dental setting. The human relations communication models emphasizes good listening behavior, accurate perception of feelings and responding to patients with empathy, respect, and warmth. Specific problems typically encountered in dentistry are approached using the principles of behavior modification. This course requires high student involvement during class since role play, problem identification, and problem-solving procedures are used.

*These courses are offered in a concentrated, workshop format of 3-5 days duration.

general programs



Program in Health Communication Design and Technology

The Program in Health Communication Design and Technology provides course work in instructional systems and design, educational technology and instructional television. Current emphasis is on meeting the needs of students in other programs who are going to be responsible for preparing teaching/learning materials for student, patient, in-service, or continuing education settings. It is anticipated that additional courses will soon be offered in medical photography, multimedia communication systems, learning theory and graphic art for the medical researcher.

Course Descriptions

P. Brucker, Director; W. Conkright.

HC 301. Television Techniques. (3-2-5 hours)

An introduction to television equipment and basic production techniques. Emphasis is placed on hand/on experiential training.

*HC 764. Survey of Learning

Resources. (3-0-3 hours)

An introduction to current instructional technology with emphasis on audiovisual resources. Includes experience in planning, production and presentation of visual material.

*HC 801. Advanced Instructional Media. (5-0-5 hours)

This course focuses on the improvement of health science teaching through the application of instructional development procedures with emphasis on instructional media.

*Indicates course approved for credit toward a Graduate Studies degree.

Health Education

The courses presented below are inter-school/departmental education courses taught by General Programs faculty.

Courses Descriptions

*EDU 703. Teaching Practicum. (5 hours)

A practicum designed to develop the student's teaching skills in a classroom and clinical setting. The overall goal is to enhance the impact the graduate student has on his/her students in the areas of attitudes, skills, and content knowl-

edge. Since this is a practicum, new content will not be included; however, the student will be expected to utilize content from previous courses.

*EDU 940. The Management of Learning.

(4 hours)

Theory and practice of management of learning activities; including setting objectives, planning and preparing learning activities, presetting the activity, and evaluating its effectiveness.

*Courses approved for credit toward a Graduate Studies degree.

Program in Health Systems and Information Sciences

The Program in Health Systems and Information Sciences provides courses and course sequences in health systems engineering, management and information sciences, computer science, biostatistics, biomedical engineering and computer-based education. Current emphasis is on meeting the growing needs of students in other academic programs within the college for courses and course sequences in these disciplines. It is anticipated that the program will soon offer degrees to health professionals who desire in-depth training in the health systems and information sciences to better prepare them for their role within the health care system.

Program faculty engage in service and research activities as well as academics, under the philosophy that an integrated program combining education, research and service is essential to maintaining professional expertise in these rapidly evolving disciplines, as well as providing unusual opportunities for students to participate in active projects concerned with meeting institutional service needs. Program faculty engage in formal academic teaching; supervise student practice and serve on thesis advisory committees; conduct training courses, seminars and electives for faculty, staff and students; participate in joint programs with Augusta College and Georgia Institute of Technology; and engage in intramural and extramural research projects in the basic and clinical sciences, and in health facilities, health manpower and clinical services planning and operation. As a professional staff resource they provide management and information systems development services; computer services; engineering services including design construction and maintenance of specialized equipment of an electronic and mechanical nature; and consultative service in biostatistics, biomedical engineering, management and computer sciences, and computer-based education.

Course Descriptions

J. Mathews, Director; R. Pogue, Coordinator; R. Bramblett; S. Etersque; R. Harp; G. King; J. Lyon; P. Rutsohn; J. Searle.

HS 180, 380. Health Care Seminar. (2-0-2 hours)

Provides an overview of Health Delivery Systems as it presently exists and potential future trends. Topics include: 1) present health care systems 2) comparative health care systems 3) health regulation-legislation 4) future trends in Health Delivery.

HS 310. Introduction to Management. (3-0-3 hours)

An analysis of the organization and delivery of health services within institutional settings. Emphasis is placed on structural and coordinative factors affecting the effectiveness and efficiency of health institutions.

HS 400. Introduction to Management Decision Concepts. (3-0-3 hours)

Prerequisite: Approval of instructor

The structure of management decisions will be examined from the viewpoint of the rational manager. A framework of decision concepts will be developed, within which a logical, systematic approach can be formulated for a wide range of decision problems and opportunities. Illustrative examples will be used throughout the course to provide the health systems context.

HS 410. Departmental Systems Management Techniques. (3-0-3 hours)

Prerequisite: Approval of instructor

An application-oriented course in management problem solving, tailored on demand for presentation to specific student groups. Case problems in specific hospital departments are the vehicles for presentation of systematic problem solving techniques and approaches. Example techniques are: work standards, staffing methods and performance measures; scheduling work activities, departmental organization; monitoring and controlling quality; cost reduction methods.

HS 420. Health Systems Analysis. (3-2-3 hours)

Prerequisite: Approval of instructor

A survey of systems analysis concepts and techniques useful as aids in the management of health-related activities will be presented. A framework for using and understanding systems analysis methods will be developed, beginning with managerial responsibilities and objectives, moving through simple do-it-yourself analysis methods, and surveying more advanced techniques employed by in-house and extramural consultants.

HS 422. Systems Analysis and Design for Health Information Systems. (4-2-5 hours)

Principles and techniques of systems analysis, including analysis aids, problem formulation, file and data base considerations; iterative requirements of the design phase; implementation criteria and evaluation; student project applying these techniques to an appropriate health information problem.

HS 440. Introduction to Data Processing Systems. (3-0-3 hours)

A study of the application of modern data processing techniques, data management, and information storage and retrieval to the needs of medical institutions.

HS 442. Introduction to Computers and Information Systems. (4-2-5 hours)

Characteristics and applications of computers and peripherals in health information systems; BASIC programming and program structure; algorithms, pseudo-code, and flow charts; program debugging; computer solutions of numeric and non-numeric problems. Study of computer-based health information systems.

HS 445. Applications in Health Information Systems I. (4-2-5 hours)

HS 446. Applications in Health Information Systems II. (4-0-4 hours)

HS 447. Applications in Health Information Systems III. (4-2-5 hours)

This sequence of courses provides medical record administration students with a core of knowledge that will enable them to function as a primary and effective force in evaluating, designing, using and modifying computerized health information systems, to meet the information needs of health care professionals in a responsive, timely, and uncomplicated fashion. Threaded throughout these courses will be the concepts of how computers can fit into health care environments to capture, store, retrieve, and report health related information to appropriate professionals as needed. Topics presented include: the history and development of manual, machine-processed, and computerized health information systems; characteristics of data processing and computer-related equipment; the computer programming process; features and capabilities of data base management systems; systems analysis and design techniques, tools, and processes; data security and confidentiality; and computer service bureaus as sources of health information systems software and processing. Students will have access to an on-line hospital information system with the opportunity to study its functions, capabilities and design criteria, and will be involved in projects to design additional computer applications suitable for medical record department use.

HS 450. Elementary Medical Statistics. (3-0-3 hours)

Collection and analysis of health care data; rates, ratios, and indices; design of surveys; descriptive statistics; elementary probability distributions; confidence limits and significance tests; design of investigations. (Formerly STA 301.)

HS 455. Introductory Research Methodology. (3-0-3 hours)

An introduction to research methodology, experimental design and statistical analysis. Each student will do a critical review of a research report and design a research report.

HS 461. Electronics for Allied Health Scientists. (2-2-3 hours)

A course aimed at giving allied health scientists a working knowledge of the electronics used in various disciplines. Following a course in the basic principles of electronic measure-

ment, various sub-courses can be pursued which would be appropriate for respiratory therapists, radiological technologists, physical therapists or laboratory technologists. Laboratory experience parallels the lecture material given.

HS 480. Topics in Health Information Systems I. (1-0-1 hours)

HS 481. Topics in Health Information Systems II. (3-0-3 hours)

Special studies of computer and information system applications to aid the student in better understanding, utilizing, implementing, designing, and evaluating computerized health information systems in his professional activities.

HS 600. Introduction to Computers and Information Systems Technology in Health Care. (3-2-5 hours)

Basic introduction to the use of computers, systems analysis and information systems technology in health care delivery. Overview of current and future use of computers and related technology in supporting health care delivery, with demonstrations of and practice in using local computer-based health systems.

HS 610. Departmental Management Systems Concepts. (3-0-3 or 3-2-5 hours)

A graduate level course in management problem solving, tailored on demand for presentation to specific student groups. Case problems in specific hospital departments are the vehicles for presentation of systematic problem solving techniques and approaches. Example techniques are: work standards, staffing methods and performance measures; scheduling work activities, departmental organization; monitoring and controlling quality; cost reduction methods.

HS 620. Introduction to Health Delivery Systems. (5-0-5 hours)

A study of the essential characteristics of current health delivery systems of this country, and comparisons with other health delivery systems. Included will be a review of financing, organization, legislation, controlling, problems, and trends. The purpose of this course is to help the student/health-care provider develop a basic understanding of our health delivery system from a broad-based perspective.

***HS 630. Introduction to Biomedical Computing. (3-0-3 hours)**

Introduction to computers and their use in analyzing biomedical data. Emphasis is on the logic of formulating algorithms for use on the computer and translating these into computer programs using the BASIC computer language. (Formerly STA 601.)

***HS 631. Advanced Techniques in Biomedical Computing I. (3-0-3 hours)**

Prerequisites: HS 630, STA 601 or equivalent

Introduction to FORTRAN language and advanced techniques for processing and analyzing biomedical data. Use of program packages for numerical and statistical analysis. Organization of large files and data banks. Students will be encouraged to learn these methods using research problems from their own professional areas.

***HS 632. Advanced Techniques in Biomedical Computing II. (3-0-3 hours)**

Use of small computers in biomedical research and clinical laboratories and ASSEMBLER language programming. Processing and analysis of biological signals, including smoothing, filtering and data reduction techniques. Students will be encouraged to learn these methods using research problems of their own choice.

HS 635. Computers in Education. (3-0-3 or 3-2-5 hours)

Introduction to use of computers in education, including computer-assisted instruction (CAI) and computer-managed instruction (CMI). Survey of general concepts, authoring systems and computer languages, computer terminals and systems, and currently available instruction modules. Practical experience in implementing an instructional routine of the student's choice.

HS 645. Health Information Systems. (3-0-3 hours)

Concepts and principles of health information systems, hospital information systems, with emphasis on flow of patient data throughout the hospital, systems for organizing and managing information flow, and use of computers in the information system and in specialized hospital service and patient care areas. A major purpose of this course is to make the students more discriminating and effective users of automated information systems by training them in the skills of defining problems and of developing specifications for information systems application.

***HS 850. Biometry: Introductory Research Statistics. (3-2-5 hours)**

General principles and methods of statistics as applied to biological research. Descriptive statistics, fundamental probability distributions, estimations and hypothesis testing, introduction to analysis of variance. (Formerly STA 801.)

***HS 851. Biometry: Advanced Research Statistics I. (3-0-3 hours)**

Prerequisites: HS 850, STA 801 or equivalent.

Regression and correlation analysis, curve-fitting, design of experiments, analysis of variance and analysis of frequency data.

***HS 852. Biometry: Advanced Research Statistics II. (3-0-3 hours)**

Prerequisites: HS 850, STA 801 or equivalent.

Nonparametric statistical techniques and an introduction to multivariate analysis.

HS 860. Application of Control Theory to Physiological Systems. (3-0-3 hours)

Prerequisites: PHY 701, 702, 703 or approval of instructor

The study of the techniques to mathematically describe a physiological process and aspects of control theory that are effective in the analysis of a system. Computer simulation of selected physiological systems.

**HS 861. Electronics As Applied
to Medicine.**

(2-4-3 hours)

The modern biological scientist is assisted in his work by a wide range of electronic instrumentation to the point where an understanding of instrumentation techniques is vital. Bio-medical Engineering has developed a teaching system which consists of a course in basic electronics which is a prerequisite to sub-courses in electronics for cardiovascular studies

and digital circuitry. Other subcourses on electrophysiology, instrumentation for biochemistry, and laboratory computer applications are in preparation. Appropriate sub-courses can be taken by a student to match his particular field.

***Indicates courses approved for credit toward a Graduate
Studies degree.**

graduate studies



Dean—Dr. Sam A. Singal

School of Graduate Studies

The School of Graduate Studies is an administrative unit dealing with graduate study. The graduate program is administered by the Dean of the School of Graduate Studies. The office of the School of Graduate Studies is located in Room 2-K1, Sanders Research and Education Building. Correspondence or inquiries should be sent to: School of Graduate Studies, Medical College of Georgia, Augusta, Georgia 30912.

Council

The Graduate Council is composed of faculty members appointed by the Dean to represent each of the fields participating in the graduate program. The council advises the Dean in formulating policies and regulations which govern graduate work.

Faculty

The members of the graduate faculty are indicated by an asterisk preceding their names in the General Faculty list in the back of this *Catalog*.

Graduate Student Association

This organization has been formed to represent the will of the graduate students within the framework of the school and the Medical College of Georgia. All graduate students are urged to participate.

Objectives

The primary goals of the School of Graduate Studies are to provide excellence in education on the graduate level in human biology for those interested in careers in health science professions; to supply leadership in basic research in areas of human biology so as to provide a firm foundation for the conquest of disease; and to provide academicians to man health science professional schools.

It offers superior students an opportunity to realize the full extent of their capabilities and to gain an intimate acquaintanceship with the fundamental concepts of their field that will enable them to achieve the highest degree of competence in their chosen discipline.

Degrees

The college is authorized by the Board of Regents of the University System of Georgia to grant advanced degrees through the School of Graduate Studies.

Since graduate study is a full-time endeavor and expensive in terms of faculty and other crucial re-

sources, primary consideration will be given to applicants having as their career objectives the completion of a course of study leading to the Doctor of Philosophy degree or a professional master's degree.

Doctor of Philosophy

This advanced degree will not be conferred solely as a result of a prescribed period of study nor upon the completion of any definite amount of work described in advance. The degree will be conferred in recognition of proficiency in research, breadth and soundness of scholarship, and thorough acquaintance with a specific field of knowledge as determined by the faculty. Evidence of such attainment must be provided through the passing of such written and oral examinations as may be required and through the presentation of an acceptable dissertation based upon independent research. This degree will be conferred on candidates who have met the requirements in one of the basic biomedical sciences: Anatomy, Biochemistry, Endocrinology, Microbiology, Pharmacology or Physiology.

Doctor of Philosophy- Doctor of Medicine

This program offers the unusual candidate an opportunity to obtain both degrees with research work being performed in the basic sciences. The requirements are similar to those described for the Ph.D. degree. This program is only available to accepted medical students.

Master of Science

This advanced general degree is a research degree and will be conferred on candidates who have met requirements in one of the basic biomedical sciences: Anatomy, Biochemistry, Endocrinology, Microbiology, Pharmacology, and Physiology.

Master of Science- Doctor of Medicine

This program offers the unusual candidate an opportunity to obtain both degrees with research work being performed in one of the basic biomedical sciences. The program is only available to accepted medical students.

Master of Science in Oral Biology

This advanced degree is a research degree and will be conferred on candidates who have met the requirements in the field of Oral Biology.

Master of Science in Medical Illustration

This advanced professional degree will be conferred on candidates who have met requirements in the field of Medical Illustration.

Master of Health Education

This advanced professional degree is an educational degree and will be conferred on candidates who have met requirements in the field of Allied Health Sciences in the areas of Dental Hygiene, Occupational Therapy, Medical Technology and Physical Therapy.

Application Procedures

Send or direct all application materials (application form, application supplement, reference reports, health questionnaire, transcripts and GRE scores) and requests for financial aid to the Dean, School of Graduate Studies. A complete application consists of the following four items:

1. Application

A complete application form, an application supplement and reference reports are required for those seeking admission to the School of Graduate Studies. Application materials can be obtained by writing the Dean, School of Graduate Studies, Medical College of Georgia, Augusta, Georgia 30912.

2. Transcripts

Official transcripts of all previous and current college, graduate or professional studies must be received before applications are considered. Transcripts must be received directly from schools attended.

3. Physical Examination

Upon acceptance to the School of Graduate Studies a student will be sent a Student Health Record form, which is to be completed and mailed by the examining physician directly to this office.

4. Graduate Record Examination (GRE) Scores

The Aptitude Test and Advanced Test (either chemistry or biology) scores are required of all applicants, except those to the master's program in Medical Illustration and Health Education, who are required to take only the Aptitude Test. Applicants should take the GRE as early as possible in their senior undergraduate year, preferably at one of the Fall administrations. The Medical College Admissions Test (MCAT) or the Dental Admissions Test (DAT) may be substituted for the GRE in some programs. (See individual program admission requirements.) The GRE scores (or MCAT or DAT) should be forwarded to the Dean, School of Graduate Studies. The GRE score reporting code of the School of Graduate Studies is R5406-4.

Final selection of students for admission is subject to the discretion of the Dean of the School of Graduate Studies. Letters of acceptance will be sent by the Dean upon recommendation of the department.

Admission of Foreign Students

Graduates of foreign colleges and universities who meet the standards of admission described above may be considered for admission. Those interested should identify the country of citizenship and the desired field of study in an initial communication. In addition to the other entrance materials, the applicant must submit the results of the Test of English as a Foreign Language. Arrangements for this examination can be made by requesting information concerning examination and locations of examinations from the Educational Testing Service, Princeton, New Jersey 08540. Foreign applicants must start the process of securing admission at least six months before the beginning of the desired time of acceptance.

Registration

The academic program of the student is planned in consultation with the student's major advisor or with the student's major department chairman before selection of a major advisor. All students begin registration at the School of Graduate Studies office before completing registration at the registration center. Changes in registration are recognized and valid only if they have been made with the consent of the major advisor, the dean, and the registrar.

An applicant's registration and class attendance constitute an agreement on the part of the applicant to comply with the rules and regulations of the college as published in this **Catalog** and other official publications of the college during the student's continued enrollment.

A student's continued enrollment in the School of Graduate Studies is subject to the decision by the Dean and other designated officers that academic grades and progress are satisfactory, that rules of the college are being complied with, and that the best interest of the school and of other students is being served.

Auditors may take graduate courses, but must secure permission of the instructor. No academic credit is allowed. Auditors pay usual tuition and laboratory fees.

Fees and Expenses

Please see General Information section on Fees and Expenses for additional information on deposits, housing, insurance, fees and other costs.

Fees for graduate students enrolled for 12 quarter hours or more:

- Matriculation Fee — \$195 per quarter.
- Non-Resident Fee (in addition to Matriculation Fee) — \$350 per quarter. See General Information on State Residency Policy.

Fees for graduate students enrolled for less than 12 quarter hours:

- Matriculation Fee — \$16 per quarter hour.
- Non-Resident Fee (in addition to Matriculation Fee) for students enrolled less than 12 quarter hours — \$30 per quarter hour.

Scholastic Regulations

Classification of Graduate Students

Students may be admitted to the School of Graduate Studies under either of the following classifications:

1. Regular Graduate Student. A student who is admitted to the School of Graduate Studies, and who wishes to earn an advanced degree. Such a student, however, is not specifically considered either a doctoral or master's student until he or she has met the requirements for candidacy for a particular degree. (See degree requirements below.)
2. Special Graduate Student. A student who is admitted to the School of Graduate Studies and who does not wish to earn an advanced degree, or who is admitted conditionally, and may later be reclassified as a regular graduate student upon satisfaction of such conditions as may be specified. Transfer from this category to "regular graduate student" status is not automatic.

Grades

All credit is expressed in quarter hours. An academic year is composed of three quarters. A student must maintain an average of "B" or better (or "S" on 900 courses) in his chosen discipline. Only those courses for which a grade of "C" or better is received may be credited toward satisfaction of any degree requirement. Students who receive the grade "Incomplete" will have one quarter in which to complete the work for the course and remove this grade or it will be changed to "F" automatically at the end of the first quarter following receipt of the "I." Students needing more than one quarter to remove the "Incomplete" must have written permission of the instructor with the concurrence of the Dean to present to the registrar. Con-

tinuation of study in the School of Graduate Studies is contingent on satisfactory progress and the maintenance of a minimum cumulative weighted quality point average of 2.8 in the 600, 700 and 800 courses. A student whose quality point average falls short of 2.8 will be automatically placed on academic probation in which case the student must maintain a weighted quality point average greater than 3.0 on 600, 700 and 800 courses for two consecutive quarters, in order to remove the probation. A graduate student will not be eligible for graduation unless his official college transcript shows that he has an overall weighted quality point average of 2.8 on all the 600, 700 and 800 (graduate) courses that he has taken at this institution.

When a course is repeated, both the original and the second grade and hours for repeated courses taken at MCG will be used in computing the grade point average, but only the hours for the last of these courses will be counted toward meeting the total hours earned for graduation. The Graduate School discourages the re-taking of courses to improve grades. Courses may be retaken only after approval of a petition to the Dean. Permission of the course instructor and department chairman is required before submission of the petition.

Grading System for the School of Graduate Studies

Grade	Description	Quality Points
For 600, 700 and 800 courses		
A	Excellent	4.0
B	Good	3.0
C	Satisfactory	2.0
D	Passing	1.0
F	Failure	0.0
WF	Withdrew, failing	0.0
I	Incomplete	Not computed
W	Withdrew	Not computed
For 900 courses		
I	Incomplete	Not computed
W	Withdrew	Not computed
S	Credit for participation in seminar (901-2-3) or credit for conduct of research (921 or 930)	Not computed
U	Performance in seminars or research of such quality that no credit is given	Not computed

See Academic Regulations in General Information for full description of I, W, S and U.

Course Numbering System

Courses in the School of Graduate Studies are numbered from 600-999. Those courses preceded by an asterisk are approved for credit by the School of Graduate Studies. Courses are open to all students at the discretion of the department involved. Prior approval must be obtained through the Graduate School Office by students desiring to take graduate courses but who are not enrolled in the School of Graduate Studies.

Acceptance of Graduate Credit by Transfer

Transfer of graduate credit is never automatic; any credits transferred do not reduce the residence requirement for any advanced degree.

In the case of a prospective Ph.D. candidate entering the School of Graduate Studies with a master's degree from another institution, the candidate shall pass an examination on his major subject and thesis during the first quarter of residence if credit for any pertinent portion of the master's course work (30 quarter hours maximum usually allowed) is to be applied to the Ph.D. The transfer of any course work beyond the master's level is a matter for negotiation between the student, his advisory committee, his major department and the Dean. In general, no more than 60 quarter hours may be transferred toward the Ph.D., under any circumstances.

At the discretion of the Dean and the faculty of the major department, up to ten quarter hours credit toward a master's degree may be transferred.

M.S.-M.D. degree: A maximum of 15 quarter hours may be transferred as a result of satisfactory completion of the first (or second) year of the medical curriculum, as recommended by the candidate's advisory committee to the Dean.

In all cases any graduate course work to be transferred must have the final approval of the Dean.

Major Advisor

Upon admission to a degree program a major advisor is selected who will serve as chairman of the student's advisory committee. It is necessary that the student confer with the department chairman or the major advisor prior to his first enrollment in graduate work. The chairman must approve, prior to the student's enrollment, any course to be counted toward a degree.

Advisory Committee

An advisory committee will have the student's major advisor as chairman. At the proper time the chairman of the committee, after consultation with the student, will suggest to the department chairman the names of additional members of the faculty to serve as members

of the student's advisory committee. One or two members of the committee will be from outside the student's major department. The department chairman will recommend the committee to the Dean and upon his concurrence, the committee will then be formally appointed by the departmental chairman.

This committee will guide the student in planning a program of study and/or research. The student will submit a program of study (course work outline) to the advisory committee for review and indication of any modifications that are necessary. This committee also will review, suggest revisions, and approve the student's plan of research (research proposal form). Students in certain Master of Science programs that are not research oriented will have an advisory committee which will serve in relevant functions. See individual programs for activities of the advisory committee.

Residence and Time Limit

The minimum requirement for the Doctor of Philosophy degree is three full academic years beyond the bachelor's degree which cannot be satisfied through summer work alone. At least three full consecutive quarters immediately prior to completion of degree requirements must be spent in residence on the campus. If the student has part-time duties (employment or a teaching assistantship), the residence requirements will be increased accordingly to provide the equivalent of three quarters of full-time study in residence. All course work and other requirements for the Doctor of Philosophy degree, except the Final Oral Examination, must be completed within six consecutive calendar years.

The minimum residence requirement for all masters' degrees is one full academic year. All work credited toward a master's degree, including the final oral examination, must be completed within five consecutive calendar years.

Financial Aid

Fellowships, Traineeships, Assistantships

The fellowships and assistantships offered by the School of Graduate Studies are listed below. Further information is available from the School of Graduate Studies' office. Students should also write for the Student Financial Aids Bulletin. (See General Information.)

Medical College of Georgia Graduate Teaching Assistantships

Graduate teaching assistantships carry stipends of \$4620 per calendar year and are awarded to outstanding students. Holders of these fellowships are required

to enroll for not less than 20 hours per quarter. See section on General Information regarding waiver of out of state fees.

The Doctor of Philosophy Degree Program

Requirements for Admission:

1. A bachelor's degree or equivalent from an accredited college or university.
2. Adequate preparation in the field of proposed graduate study, as determined by the faculty in that field. Departmental recommendations:

Anatomy

Recommended preparation: An undergraduate major in zoology or general biology, or a major in chemistry of physics with a minor in zoology or general biology (at least three basic courses.)

Cell and Molecular Biology

Biochemistry

Recommended preparation: Courses at the college level in physics, mathematics through integral calculus, biology, organic chemistry through qualitative organic and a year of physical chemistry.

Microbiology

Recommended preparation: Adequate background in biology and chemistry, usually an undergraduate major in biology and a minor in chemistry, or a major in chemistry with a minor in biology.

Endocrinology

Recommended preparation: Course work in inorganic, organic and physical chemistry, qualitative and quantitative analysis, and in biological sciences including such courses as physiology, anatomy, histology, embryology, zoology, etc.

Pharmacology

Recommended preparation: Major training in at least one of the following fields: zoology, anatomy, microbiology, physiology, biochemistry, mathematics or electronics. Courses in several of the fields other than the major field are desirable.

Physiology

Recommended preparation: Chemistry, through organic and quantitative analysis; an introductory course in zoology; one course each in comparative anatomy and embryology; a full year in physics and mathematics through differential and integral calculus. The Graduate Record Examination is required of all Physiology applicants.

3. Satisfactory scores on the Aptitude Test and the Advanced Test of the Graduate Record Examination. (The Medical College Admissions Test (MCAT), or its Dental School (DAT) equivalent may not substitute for the GRE unless otherwise indicated by the department.)

Requirements for Graduation:

1. Graduate Study

A minimum of three academic years of full-time graduate study beyond the bachelor's degree is required.

2. Residence

A minimum of three consecutive quarters of full-time study or the equivalent in residence on this campus is required.

3. Program of Study and Research Proposal

A program of study and proposed research plan as the basis for a dissertation which has been approved by the student's advisory committee, departmental chairman and the Dean.

4. Research Tools

The student must demonstrate a knowledge of two appropriate tools of research. The student may offer two modern languages; French, German and Russian are recommended. However, graduate courses in computer programming language or statistics may be substituted if it has greater relevance to the candidates program of study and is recommended by the advisory committee and the departmental chairman. The native language may not be used to fulfill a language requirement; foreign students may be permitted to substitute English to satisfy one foreign language requirement.

5. The Ph.D. General Examination

The Ph.D. general examination is divided into two parts: (1) a First Examination, and (2) a Second Examination. These examinations will be as follows:

First Examination

The First Examination is a comprehensive test over the core content of the discipline under study. It is designed to test the student's knowledge and ability to correlate the basic material presented during the first part of his graduate studies. This examination may also serve as the Final Comprehensive Examination for the Master of Science degree if the department so decides.

The First Examination may be taken after a minimum of 30 quarter hours of graduate study provided at least 10 of these hours are at the "800 level." It must be successfully passed before the student will be permitted to register for more than a total of 8 quarters of graduate study or become a candidate for a graduate degree. In the event of failure, the First Examination may be repeated once with the permission of the department chairman provided at least one additional quarter of graduate work has been completed. The student must have submitted an approved program (course work outline) for the Ph.D. before becoming

ing eligible to take the First Examination. The First Examination will be a written test that occupies two half days or one full day. The examination will be prepared and graded by departmental faculty under the supervision of the departmental chairman. This is consistent with the scope and breadth intended for this examination. It must be submitted to the Graduate School by the chairman for approval at least one week in advance of the examination date.

The results will be certified to the Graduate School by the chairman and the student's written answers will be filed with the department.

Second Examination

This examination will test the student's understanding of his specialized field of study, his ability to apply basic information and his understanding of the literature. The committee administering the examination will define the student's field of study. At least one academic quarter must elapse after the successful completion of the First Examination and the Second Examination. It is the responsibility of the student and his advisor to petition the Dean of the School of Graduate Studies to schedule this examination. The examination is written and usually occupies two half days or one full day. A two-hour oral examination may be substituted for one-third of the written examination. The Second Examination will be prepared by the student's advisory committee with one outside examiner appointed by the Dean of the School in attendance, submitted to the Graduate School for approval by the departmental chairman, and graded by the student's advisory committee under the supervision of the departmental chairman. The outside examiner does not participate in the examination preparation but sees that all procedures of the examination are being conducted within the guidelines of the School of Graduate Studies.

It is the responsibility of the committee and the departmental chairman to recommend whether or not the student has passed the examination: a majority of the committee is needed to the student to pass. In the event of failure, this examination can be retaken once if recommended by the examining committee and the chairman of the department and approved by the Dean of the School of Graduate Studies. At least two quarters of additional study are required before the examination may be retaken.

6. Admission to Candidacy for the Doctor of Philosophy Degree

A student will be admitted to candidacy for this degree by the Dean of the School of Graduate Studies when he has met requirements 3, 4 and 5

for this degree. A student may take various courses after admission to the School of Graduate Studies, but there is no commitment that these courses will be credited toward a degree until he is admitted to candidacy for an advanced degree. A student must be eligible for candidacy for the Ph.D. at least three quarters before the proposed graduation date.

7. Application for Graduation

Each candidate for a graduate degree must apply for graduation at the School of Graduate Studies' office.

8. Dissertation

A dissertation based on original investigation which gives evidence of independent thinking, scholarly ability and critical judgment, and indicates familiarity with research methods and techniques is required. Directions for preparation of the dissertation are available in the School of Graduate Studies' office. At least eight weeks before the proposed date of graduation, the dissertation, proof-read and corrected (in pencil) by the student and his major advisor, is distributed by the student to members of the student's advisory committee. The committee's role is not to correct grammar, rhetoric or indicate typing mistakes, but to evaluate content and concepts. At least five weeks before the proposed date of graduation, one corrected copy of the dissertation and the Dissertation Approval Form (GS-6) signed by the chairman should be forwarded to the Dean. The signed form indicates that the members of the committee have read the reader's copy of the dissertation and find it acceptable for the purpose of examining the student. The student will be held responsible, under the supervision of the chairman, for making all changes recommended by the committee.

9. Final Oral Examination

Satisfactory performance on the Final Oral Examination in which the student defends his dissertation before his advisory committee and three readers is required. This examination is based primarily on the dissertation and the field of knowledge that constitutes the student's major subject.

It is the responsibility of the student and his major advisor to meet with the departmental chairman to select three readers, who are to be approved by the Dean. These readers are external examiners, who participate and vote along with the members of the student's advisory committee in the Final Oral Examination. Corrected copies of the dissertation are to be distributed to the readers after approval by the advisory committee.

The Dean or his representative will attend all final oral examinations for the Ph.D. degree and

will require a corrected copy of the dissertation two weeks in advance of the Final Oral Examination. Notification in writing will be sent to the Dean from the department chairman stating that the student is ready for the Final Oral Examination, a time and place have been established, and all advisory committee members, readers and the Dean have been notified. This examination is open to the public and all members of the faculty and student body are invited to attend.

After a successful Final Oral Examination, three final copies of the dissertation must be deposited with the School of Graduate Studies at least one week prior to graduation. Each copy must bear the approval signature of the major advisor (chairman of the advisory committee), chairman of the department and the Dean.

10. Satisfactory Fulfillment

Satisfactory fulfillment of any additional requirement of the student's major department or the institution is required.

Additional requirements: Upon satisfactory completion of the Final Oral Examination, students must come by the School of Graduate Studies' office and complete a Survey of Earned Doctorates form. This is required by the National Research Council of all students graduating with a doctoral degree.

The Master of Science Degree Program

Requirements for Admission:

These are identical with those for the Ph.D. degree program.

Requirèments for Graduation

1. Graduate Study

Forty-five quarter hours of graduate study beyond the bachelor's degree is required. A minimum of 30 quarter hours must be allocated to graduate course work in or related to the major field, at least ten of these hours to be in "800 level" courses.

2. Residence

A minimum of three consecutive quarters of full-time study or the equivalent in residence on this campus is required.

3. Program of Study and Research Proposal

A program of study and a research plan proposed as a basis of a thesis, which has been approved by the advisory committee, the chairman and the Dean.

4. Research Tools

Reading knowledge of one foreign language is required. French, German, and Russian are recommended. However, graduate courses in com-

puter language or statistics may be substituted if it has greater relevance to the candidate's program of study and is recommended by his advisory committee and the departmental chairman. The native language of the candidate may not be used to fulfill a language requirement; foreign students may be permitted to substitute English to satisfy the foreign language requirement.

5. Admission to Candidacy for the Master of Science Degree

A student will be admitted to candidacy for this degree by the Dean of the School of Graduate Studies when he has met requirements 3 and 4 for this degree. A student may take various courses after admission to the School of Graduate Studies, but there is no commitment that these courses will be credited toward a degree until he is admitted to candidacy for an advanced degree. A student must be eligible for candidacy for the M.S. at least one quarter before the proposed graduation date.

6. Comprehensive Examination (Departmental Option)

The Comprehensive Examination may be taken after a minimum of 30 quarter hours of graduate study provided at least ten of these hours are at the "800 level." It must be successfully passed before the student will be permitted to register for more than a total of eight quarters of graduate study or become a candidate for a graduate degree. In the event of failure, this examination may be repeated once with the permission of the department chairman provided at least one additional quarter of graduate work has been completed. The student must have submitted an approved program of study (course work outline) for the M.S. before being eligible to take the Comprehensive Examination. The Comprehensive Examination will be a written test that occupies two half days or one full day. The examination will be prepared by the departmental faculty. It must be submitted to the Graduate School by the chairman for approval at least one week in advance of the examination date and will be graded by the faculty under the supervision of the chairman of the department involved and the student's written answers will be filed with the department.

7. Application for Graduation

Each candidate for a graduate degree must apply for graduation at the School of Graduate Studies' office.

8. Thesis

A thesis based on original investigation is required. Directions for preparation of the thesis are available in the School of Graduate Studies' office. The scheduling of the preparation of the thesis and its review by the advisory committee is identi-

cal with that for the Ph.D. dissertation (see appropriate section).

9. Final Oral Examination

Satisfactory performance on the Final Oral Examination in which the student defends his thesis before his advisory committee is required. This examination is based primarily on the thesis and the field of knowledge that constitutes the student's major subject. The scheduling and conducting of this examination is identical with that for the Ph.D. dissertation, except that the three readers (external examiners) are not required for this Final Oral Examination. After a successful Final Oral Examination, three final copies of the thesis must be deposited with the School of Graduate Studies at least one week prior to graduation. Each copy must bear the approval signature of the major advisor (chairman of the advisory committee), chairman of the department and the Dean.

10. Satisfactory Fulfillment

Satisfactory fulfillment of any additional requirements of the student's major department or the institution is required.

**Combined Doctor of Philosophy-
Doctor of Medicine and Master of Science-
Doctor of Medicine Degrees Programs**

Requirements for Admission:

Applicant must be enrolled in the School of Medicine and should be in the process of completing, in good standing, his first or second year of the medical curriculum. He will require two letters of recommendation from the faculty of the School of Medicine.

The requirements for the combined degree programs are not substantially different from those of the individual degree programs.

Requirements for Graduation:

**Doctor of Philosophy-
Doctor of Medicine Degree Program.**

1. Graduate Study and Residence
It is anticipated that the Ph.D.-M.D. program will require 6 years.
2. Program of Study and Research Proposal
Within the first three months after enrollment as a Ph.D.-M.D. candidate, an advisory committee will be established with the student's major professor as its chairman. The advisory committee will consist of four individual in addition to the major professor, with a representative from at least one other department. The committee will plan and direct the student's program of study and research. A program of study and research plan proposed as the

basis for a dissertation which has been approved by the student's advisory committee, the departmental chairman and the Dean.

3. Research Tools
See Requirements for Graduation, Doctor of Philosophy degree.
4. The Ph.D. General Examination
See Requirements for Graduation, Doctor of Philosophy degree.
5. Admission to Candidacy for the Doctor of Philosophy degree
A student will be admitted to candidacy for this degree by the dean of the School of Graduate Studies when he has met requirements 2, 3 and 4 for this degree. A student may take various courses after admission to the School of Graduate Studies, but there is no commitment that these courses will be credited toward a degree until he is admitted to candidacy for an advanced degree.
6. Application for Graduation
Each candidate for a graduate degree must apply for graduation.
7. Dissertation
See Requirements for Graduation, Doctor of Philosophy degree.
8. Final Oral Examination
See Requirements for Graduation, Doctor of Philosophy degree.
9. Satisfactory Fulfillment
Satisfactory fulfillment of any additional requirements of the student's major department, or the institution is required.

Requirements for Graduation:

**Master of Science-
Doctor of Medicine Degree Program.**

1. Graduate Study
Forty-five quarter hours of graduate study are required of which a maximum of 15 quarter hours may be transferred as a result of satisfactory completion of the 1st (or 2nd) year of the medical curriculum. A minimum of 15 quarter hours must be allocated to advanced course work (800 series) in or related to the major field. Fifteen additional quarter hours may be allocated to seminar (901, 902 and 903), problem (921) and research (930). Course work programs will be arranged on an individual basis.
2. Residence
One full academic year in residence as a graduate student is required. It is anticipated that the minimum time for the combined M.S.-M.D. degree would be 4½ years.
3. Program of Study and Research Proposal
Within the first three months of the student's enrollment as a M.S.-M.D. candidate, an advisory

committee will be established with his major professor as its chairman. The advisory committee should consist of approximately four individuals in addition to the major professor with at least one representative from another department. This committee will plan the student's course of study. A program of study and a research plan, which will serve as the basis for a thesis, should be recommended by the student's advisory committee, the departmental chairman and approved by the Dean.

4. Research Tools

See Requirements for Graduation, Master of Science degree.

5. Admission to candidacy for the Master of Science degree

See Requirements for Graduation, Master of Science degree.

6. Comprehensive Examination (Departmental Option)

See Requirements for Graduation, Master of Science degree.

7. Application for Graduation

Each candidate for a graduate degree must apply for graduation.

8. Thesis

See Requirements for Graduation, Master of Science degree.

9. Final Oral Examination

See Requirements for Graduation, Master of Science degree.

10. Satisfactory Fulfillment

Satisfactory fulfillment of any additional requirements of the student's major department or the institution is required.

Master of Science in Oral Biology Degree Program

Requirements for Admission:

1. A.D.M.D. or D.D.S. degree, or its equivalent, from a recognized School of Dentistry.
2. Adequate preparation in the field of proposed graduate study as determined by the faculty of the Oral Biology Department.
3. Satisfactory scores on the Aptitude Test and the advanced portion of the Graduate Record Examination or the Dental Admission Test (DAT).
4. A satisfactory physical examination.

Requirements for Graduation:

1. Graduate Study

Forty-five quarter hours of graduate study is required. A minimum of 15 quarter hours must be allocated to advanced course work (800 series) in

or related to the major field, including 8 of the 12 hours of core curriculum consisting of OBIO 811, 822, 833, 841, 852, 863 or acceptable equivalents. No course of the 600-700 series or an equivalent course, nor any course that the student used to satisfy any requirement for a professional degree or an equivalent course may be used to satisfy this requirement. Thirty quarter hours of the required 45 are to be allocated to seminars (901, 902 and 903), investigation of a problem (921) and research (930) for the thesis.

Each graduate student is required to present a total of four seminars (2 seminars/year). All Oral Biology graduate students in residence, registered part or full-time are required to attend all Oral Biology Graduate Seminars until the time of their graduation.

2. Residence

Two full academic years in residence are required.

3. Program of Study and Research Proposal

A program of study and a research plan proposed as the basis for a thesis, which have been approved by the advisory committee, the departmental chairman and the Dean.

4. Research Tools

Reading knowledge of one foreign language is required. French, German, and Russian are recommended. Another language or a research technique chosen from a computer programming language or mathematical method, e.g., HS 850, 851, 852 may be substituted if it has greater relevance to the candidate's program of study and is recommended by his advisory committee and the departmental chairman. The native language of the candidate may not be used to fulfill a language requirement. Foreign students may be permitted to substitute English to satisfy the foreign language requirement.

5. Admission to candidacy for the Master of Science Degree

A student will be admitted to candidacy for this degree by the Dean of the School of Graduate Studies when he/she has met requirements 3 and 4 for this degree. A student may take various courses after admission to the School of Graduate Studies, but there is no commitment that these courses will be credited toward a degree until he/she is admitted to candidacy for an advanced degree. A student must be eligible for candidacy for the M.S. at least one quarter before the proposed graduation date.

6. Comprehensive Examination (Departmental Option)

This examination is a comprehensive test over the core content of the discipline under study. It is designed to test the student's knowledge and abil-

ity to correlate the basic material presented during the first part of his graduate studies.

This examination may be taken after a minimum of 30 quarter hours of graduate study provided at least ten of these hours are in courses at the "800 level." It must be successfully passed before the student will be permitted to register for more than a total of eight quarter of graduate study or become a candidate for a graduate degree. In the event of failure, this examination may be repeated once with the permission of the department chairman provided at least one additional quarter of graduate work has been completed. The student must have submitted an approved program of study (course work outline) for the M.S. degree before he is eligible to take this examination.

This examination will be a written test that occupies two half days or one full day. The examination will be prepared by the departmental faculty. It must be submitted to the Graduate School by the chairman for approval at least one week in advance of the examination date and will be graded by the faculty under the supervision of the department chairman. The results will be certified to the Graduate School by the chairman of the department involved and the student's written answers will be filed with the department.

7. Application for Graduation

Each candidate for a graduate degree must apply for graduation at the School of Graduate Studies' Office.

8. Thesis

See Requirements for Graduation, Master of Science degree.

9. Final Oral Examination

See Requirements for Graduation, Master of Science degree.

10. Satisfactory Fulfillment

Satisfactory fulfillment of any additional requirements of the student's major department, or the institution is required.

The Master of Science in Medical Illustration Degree Program

This program of study provides education and training in the visual interpretation of medical and bioscientific information for use in a variety of communication media including publications, slides, motion pictures, exhibits, television and three-dimensional materials. Emphasis is placed on developing the student's talents and skills as an artist to solve problems in the presentation of information so that the visual solution is not only clear and accurate, but also appropriate for its stated need and intended use.

This program is one of only seven in the country which have been accredited by the Association of Medical Illustrators.

Requirements for Admission:

1. A bachelor's degree from an accredited college or university.
2. Required preparation as follows:
Biology/Zoology — These four courses must be passed with a 3.0 cumulative grade point average.
 - a) Comparative Vertebrate Anatomy or Vertebrate Morphology, with lab including student dissection of a mammal
 - b) Histology
 - c) Embryology (b or c should include laboratory use of microscope)
 - d) Human Physiology (a course in General Physiology or Vertebrate Physiology would be acceptable)

ART

- a) Life Drawing from the model (at least one course; additional courses are recommended)
 - b) Although no other specific courses are required, a student is expected to have a strong background in studio art.
3. Superior ability in drawing and rendering realistically from observation, as demonstrated through submission of a portfolio of specified original artwork.
 4. A personal interview. In order to avoid unnecessary expense to the student, an interview is requested only after a preliminary evaluation has determined that the student meets all of the above requirements or can meet them prior to the beginning of the fall quarter.
 5. Satisfactory scores on the Aptitude Test portion of the Graduate Record Examination as determined by the department.

Application Procedure

Preliminary Evaluation — A preliminary slide portfolio of specified artwork and a report of academic qualifications must be submitted for evaluation prior to initiating formal application.

Forms and information on the application procedure can be obtained by writing the Medical Illustration Program, Medical College of Georgia, Augusta, Georgia 30912.

Estimated Expenses Specific to Medical Illustration

Books, Supplies, etc. — \$200 each/1st and 2nd year: \$400/third year. Off-campus Housing \$100-\$200/mo.

Special Needs: Students should be aware that they will be strongly encouraged to spend the second summer as a salaried intern in an established medical illustration department somewhere in the United

States. Expenses related to the internship cannot be estimated since they will vary greatly depending upon the amount of travel involved and individual living arrangements.

Requirements for Graduation:

- 1. Graduate Study
A designated program of study must be completed. The sequence of courses may vary slightly depending upon changes in course scheduling. (Individual courses are explained in the School of Graduate Studies course descriptions section).

Curriculum

First Year

Fall Quarter		Credit Hours
ANM 701	Gross Anatomy	5
ANM 813	Histology	5
MIL 659	Publication Art Tech.	2
MIL 650	Med. Illust. Techs. I	9
Total		21

Winter Quarter

ANM 702	Gross Anatomy	5
MIL 775	Presentation of Visual Inf.	4
MIL 651	Med. Illustration Tech. I	11
Total		20

Spring Quarter

ANM 703	Neuroanatomy	4
MIL 678	Surgical Techniques	2
MIL 652	Med. Illustration Tech. I	14
Total		20

Second Year

Summer Quarter

MIL 658	Tri-Dimensional Tech.	6
MIL 780	Television for Medical Illustration	4
MIL 750	Surg. Obs./Drawing	4
MIL 760	Med. Illustration Tech. II	6
Total		20

Fall Quarter

MIL 665	Medical Photography	4
MIL 751	Surg. Obs./Drawing	6
MIL 761	Med. Illustration Tech. II	6
MIL 802	Dept. Dev. & Management	4
Total		20

Winter Quarter

MIL 758	Adv. Med. Photo.	4
PATH 522	General Pathology I	5
HC 764	Survey of Learning Res.	3
MIL 752	Surg. Obs./Drawing	2
MIL 762	Med. Illust. Tech. II	6
Total		20

Third Year

Spring Quarter

MIL 804	Scientific Exhibit Design	4
MIL 763	Med. Illustration Tech. II	6
MIL 753	Printing & Publishing	1
MIL 801	Independent Study	9
Total		20

Fall Quarter

MIL 801	Independent Study	TBA
MIL 928	Graphic Project	TBA

- 2. Residence
The required minimum for residence on this campus is eight quarters of full-time graduate study or the equivalent.
- 3. Examination
By the end of the second year of study a student will be required to pass a qualifying examination administered by the faculty of the Medical Illustration program. The dean will be notified when and to whom these examinations are to be given, and will be informed of the results regarding the status of each student taking the examination.
- 4. Program of Study and Graphic Project Proposal
A program of study and an outline of the work proposed for a graphic project must be approved by the student's advisory committee and the Dean.
- 5. Admission to candidacy for the Master of Science Degree in Medical Illustration
A student will be admitted to candidacy for this degree by the Dean of the School of Graduate Studies when he has met requirements 3 and 4 for this degree. A student may take various courses after admission to the School of Graduate Studies, but there is no commitment that these courses will be credited toward a degree until he is admitted to candidacy for an advanced degree. A student must be eligible for candidacy for the M.S.M.I. at least one quarter before the proposed graduation date.
- 6. Application for Graduation
Each candidate for a graduate degree must apply for graduation at the School of Graduate Studies office at least two quarters prior to graduation.
- 7. Graphic Project
At least four weeks before the proposed date of graduation, a copy of the completed graphic project must be submitted to the chairman of the student's advisory committee. Each member of the committee then will have the opportunity to examine the graphic project and to question the student informally concerning any portion of it with regard to knowledge and presentation of subject matter, quality of illustration techniques, choice of communication medium, content of supplementary text, etc. Any changes that the committee member considers necessary should be discussed at this time, and a list of corrections requested

should be sent to the chairman of the advisory committee. At least two weeks before the proposed date of graduation, the Approval Form, signed by the chairman and each member of the advisory committee will be forwarded to the Dean. The student will be held responsible, under the supervision of the chairman of his advisory committee, for making the changes recommended by the committee. At least one week prior to graduation, three copies of the graphic project in final form must be deposited with the School of Graduate Studies. Each copy must bear the approval signature of the major advisor (chairman of the advisory committee) and the Dean.

8. Final Oral Examination

No formal oral examination in defense of the graphic project is required. This requirement should be satisfied as stated in 7 above.

9. Satisfactory Fulfillment

Satisfactory fulfillment of any additional requirements of the student's major department or the institution is required.

The Master of Health Education Degree Program

This advanced professional degree is an educational degree oriented toward teaching and clinical skills in the Allied Health fields of Dental Hygiene, Medical Technology, Occupational Therapy, and Physical Therapy.

Requirements for Admission:

1. A Bachelor's degree in Dental Hygiene or Medical Technology from an accredited college or university having a program comparable to the bachelor's degree programs in these Allied Health professions at the Medical College of Georgia. For Occupational Therapy, graduation with a bachelor's degree from a curriculum in occupational therapy approved by the Council on Medical Education of the American Medical Association in collaboration with the American Occupational Therapy Association, or with a bachelor's degree and professional preparation comparable to the program at the Medical College of Georgia. For Physical Therapy, graduation with a bachelor's degree or equivalent preparation in physical therapy from a curriculum in physical therapy accredited by an agency recognized by the United States Office of Education, or, with a bachelor's degree and professional preparation in physical therapy comparable to basic educational programs for a physical therapist.

2. Adequate academic preparation and level of achievement in the field of proposed graduate study as determined by the appropriate graduate faculty of the Medical College of Georgia.
3. Evidence of current registration, licensure, or certification to practice Dental Hygiene, Medical Technology, Occupational Therapy or Physical Therapy in one or more states. In addition, clinical practice beyond that required for the initial degree: Dental Hygiene and Occupational Therapy, one year; Physical Therapy, two years.
4. Satisfactory scores on the Aptitude Test of the Graduate Record Examination as determined by the department.
5. For Physical Therapy a personal interview may be requested.
The final selection of students for admission will be subject to the discretion of the Dean of the School of Graduate Studies. Letters of acceptance will be sent by the Dean upon recommendation of the department. These recommendations are based on student academic qualifications, desired competency as well as space and resource availability.

Requirements for Graduation:

1. Graduate Study
Sixty quarter hours beyond the bachelor's degree are required. The complete program includes required and elective courses in education offered by the School of Nursing and Augusta College, as well as offerings by other Schools and Divisions of the Medical College of Georgia. Twenty quarter hours are spent in discipline-oriented instruction; 20 quarter hours of pedagogic instruction including a teaching practicum; and 20 quarter hours of related electives.
2. Residence
A minimum of three quarters of full-time study or the equivalent in residence on this campus is required.
3. Program of Study
A program of study which has been approved by the advisory committee, the chairman, and the Dean.
4. Application for Graduation
Each candidate for a graduate degree must apply for graduation at the School of Graduate Studies' office.
5. Satisfactory Fulfillment
Satisfactory fulfillment of any additional requirements of the student's major department or the institution is required.

Course Descriptions

Courses designated by an asterisk have been approved for Graduate Studies credit toward a degree. Lecture-lab-credit hours are designated as shown in this example: (3-2-4 hours).

Anatomy

D. Bockman, Chairman; J. Barrett; G. Colborn; T. Gale; M. L. Kirby; T. McDonald; J. McKenzie; W. Paull; T. Rosenquist; M. Sharawy; G. Sohal; J. Tischfield; T. Weidman; D. Welter.

***ANM 701, 702. Gross Anatomy. (2-6-5 hours)**
(Fall and Winter)

A course in basic gross anatomy, utilizing laboratory dissection of the entire human body, lectures, conferences and clinical correlation presentations. The head, neck, thorax and abdomen are studied in the Fall Quarter; the pelvis, perineum and extremities are considered in the Winter Quarter.

***ANM 703. Neuroanatomy. (2-4-4 hours)**
(Spring)

A study of the gross and microscopic structure of the human nervous system and organs of special sense. Taught in parallel with PHY 703 as an integrated Neuroscience course.

***ANM 807. Embryology. (3-0-3 hours)**
(Fall)

A study of the fundamentals of human embryonic development. Subject matter includes germ cell development, fertilization, implantation, placentaion, and morphogenesis of the various organ systems.

***ANM 813. Histology. (2-6-5 hours)**
(Fall)

A study of cells, tissues, and organs of man as related to their function.

***ANM 814. High Resolution Microscopy. (1-8-5 hours)**
(Winter)

A course in the basic techniques of electron microscopy. Emphasis is placed upon the preparation of tissues for electron microscopy, operation of the scanning and electron microscopes, and preparation and interpretation of electron micrographs. Instruction includes the introduction to appropriate photographic techniques and equipment.

***ANM 816. Histochemistry. (1-6-4 hours)**
(Spring)

Prerequisite: ANM 813

A lecture and laboratory course intended to provide advanced graduate students greater comprehension of the quantity, distribution, and function of the major chemical constituents of cells and tissues. Substances studied include proteins, fats, carbohydrates, nucleic acids, and enzymes. The laboratory will teach the more useful and effective methods for localization and quantitation.

***ANM 817. Special Topics in Gross Anatomy. (1-4-3 hours)**
(Spring)

Prerequisites: ANM 701, 702

This course involves special dissections in gross human anatomy.

***ANM 818. Advanced Developmental Anatomy. (3-0-3 hours)**
(Spring)

Prerequisite: ANM 807

This course entails the study of both normal and abnormal human development. The program involves gross dissection and microscopic slide examination of the human fetus, serial sections of developing chick and pig. Basic concepts and mechanisms of early development will be discussed.

***ANM 819. Special Topics in Neuroanatomy. (2-2-3 hours)**
(Spring)

Prerequisite: ANM 703

This course will be a review of basics including complete brain dissection and slide study. The major time will be used to explore in depth some recent research relating to various areas and systems. Discussions will be led by faculty, students, and outside speakers with all course participants expected to contribute to each subject.

***ANM 820. Special Topics in Cell Biology. (3-0-3 hours)**
(Winter)

Prerequisites: Histology and Biochemistry or equivalents

This course will emphasize various aspects of cell morphology and function. Topics will emphasize various aspects of cell morphology and function. Topics will be selected to reflect the interests and needs of the faculty and students participating in the course, including both cellular and molecular levels.

***ANM 822. Advanced High Resolution Microscopy. (1-8-5 hours)**
(As required)

Prerequisite: ANM 814

A course in advanced and specialized techniques of electron microscopy. Included are recently described techniques for the use of scanning and transmission electron microscopy in medical research.

***ANM 830. Immunobiology. (2-4-4 hours)**
(Summer)

Prerequisite: MIB 702 (2 hours)

A lecture and laboratory course designed to study the histological and cytological events which are associated with the immune response, and to gain experience in some of the techniques used in immunobiological research.

***ANM 831. Neuroendocrinology. (2-0-2 hours)**
(Winter)

Prerequisites: ANM 703; PHY 701, 702, 703; permission of the instructor

A lecture/selected reading course designed to study current topics in neuroendocrinology.

***ANM 850. Developmental Neurobiology. (3-0-3 hours) (Spring)**

Prerequisites: ANM 703, PHY 703

A lecture/paper presentation course dealing with the mechanisms of embryonic induction and determination, neuronal differentiation, migration, and trophic factors and specificity of connection formation including a survey of the contemporary research techniques used for the study of the nervous system.

ANM 901, 902, 903. Seminar in Anatomy.(1-0-1 hours)**ANM 921. Investigation of a Problem. (Credit to be arranged)*****ANM 903. Research. (Credit to be arranged) (For Dissertation or Thesis)**

Cell and Molecular Biology

T. H. J. Huisman, Chairman; A. Abdel-Latif; E. C. Abraham, R. C. Bard; G. K. Best; O. Black; G. H. Brownell; J. Bulkacz; S. Bustos-Valdes; M. E. Coryell; T. R. Dirksen; G. D. Efremov; J. F. Erbland; F. A. Garver; S. Gelfant; W. K. Hall; J. M. Hill; L. D. Hodge; F. A. Hommes; E. F. Howard; J. C. Howard; J. V. Israel; W. Karp; K. D. Lanclos; D. F. Lapp; F. H. Leibach; J. C. McPherson; J. F. Mendicino; C. N. Nair; A. C. Reese; C. E. Roesel; G. S. Schuster; D. F. Scott; S. A. Singal; L. L. Smith; T. A. Stoming; J. A. Tischfield; J. T. Wilson; L. T. Wilson.

***CMB 745. Biochemistry. (8-0-8 hours) (Fall)**

This course covers the chemistry and reactions of the constituents of living matter, metabolism and control mechanisms at levels of biological organization from subcellular to organism. Emphasis is given to medical applications. (Formerly BCH 801A and 802A)

***CMB 750. Medical Biochemistry. (8-0-8 hours)**

This course has two main objectives: (a) to provide and develop the basic biochemical principles needed in understanding the normal process occurring with cells and the coordination of all of these processes into a normally functioning biological machine; (b) to use these principles to analyze commonly occurring health-related problems in terms of their biochemical components. Eight hours of lecture are presented weekly.

***CMB 770. Medical Microbiology. (8-0-8 hours) (Winter and Spring)**

A lecture and laboratory course which considers the characteristics and properties of microorganisms, their role in the disease process and selected aspects of diagnosis and treatment of infectious disease. Eight hours of lecture per week and conferences at periodic intervals.

***CMB 771. General Immunology. (2-0-2 hours) (Winter)**

Immunology section of Phase I Medical Microbiology CMB 770.

Principles of Immunology and Immunity. (Formerly part of MIB 702)

***CMB 811. Microbiology Core. (5-0-5 hours) (Fall)**

Principles of microbiology, microbial physiology, genetics and immunology.

CMB 812. Microbiology Core. (5-0-5 hours) (Winter)**CMB 813. Microbiology Core. (5-0-5 hours) (Spring)**

Prerequisite: CMB 811

CMB 814. Biochemistry Core. (5-0-5 hours) (Fall)**CMB 815. Biochemistry Core. (5-0-5 hours) (Winter)**

A course sequence covering the chemistry and reactions of the constituents of living matter, metabolism and control mechanisms in whole organisms, organ, cell and subcellular systems, metabolic patterns and biosynthetic pathways.

***CMB 816. Cell Biology. (3-0-3 hours)**

Prerequisite: CMB 745 or CMB 815

Survey course in the biology of eukaryotic cells. Topics include structure and function of subcellular organelles, dynamics and control of cell proliferation and the strategy and regulation of eukaryotic gene expression.

***CMB 820. Series: Topics in Biochemistry. (3-0-3 hours)**

Advanced treatment of selected topics.

CMB 820. Cell Biology.**CMB 821. Nucleic Acids.*****CMB 822. Cancer Biology.*****CMB 823. Biomembranes.*****CMB 824. Carbohydrates.*****CMB 825. Lipids.*****CMB 850. Series: Topics in Microbiology. (3-0-3 hours)**

Prerequisite: CMB 811, CMB 812, and CMB 813.

***CMB 851. Immunology. (3-0-3 hours)**

Biological, physical and chemical properties of antigens and antibodies: mechanisms of precipitation and agglutination reactions, cytotoxic reactions, mediated by antibody and complement; mechanisms of antibody formation; nature and mechanisms of hypersensitivity reaction and immunology and chemistry of blood group substance.

CMB 852. Microbial Physiology. (3-0-3 hours)**CMB 853. Bacterial Genetics. (3-0-3 hours)**

A consideration of nucleic acid metabolism and heredity in microorganisms including conjugation, transduction and transformation.

CMB 854. Bacterial Genetics Laboratory. (0-4-2 hours)**CMB 855. Virology. (3-0-3 hours)**

Studies of animal viruses, and newer techniques for cell culture and identification.

- *CMB 890. Workshop in Cell and Molecular Biology. (1-0-1 hours)
- *CMB 901. Seminar in Cell and Molecular Biology. (1-0-1 hours) (Fall)
- *CMB 902. Seminar in Cell and Molecular Biology. (1-0-1 hours) (Winter)
- *CMB 903. Seminar in Cell and Molecular Biology. (1-0-1 hours) (Spring)
- *CMB 921. Investigation of a Problem. (Credit to be arranged)
- *CMB 930. Research. (Credit to be arranged) (For Dissertation)

Dental Hygiene

B. Pollard, Chairperson; A. Beck; J. Brown; M. Cannon; J. Catherman; M. Damon; G. Winkley.

- *DH 800. Clinical Dental Hygiene. (2-8-5 hours)
This course is designed to provide the background knowledge and clinical experience essential for clinical dental hygiene instructors.

- *DH 802. Applied Project in Dental Hygiene. (5-0-5 hours)
Prerequisites: EDU 700 or equivalent. This course is to be taken in conjunction with DH 801.

Preparation by the student of an independent project utilizing audio-visual resources to develop a module of instruction which can serve as a self-instructional unit for undergraduate students in dental hygiene.

Proposal to be presented to advisory committee for approval prior to admission to the course.

- *DH 803. Dental Hygiene Leadership. (5-0-5 hours)
Prerequisites: Educational Psychology and/or teaching experience in allied health curricula is required before this course can be taken.

This course is structured as a forum-laboratory in which to discuss and to test current concepts in academic program design and management. It is assumed that the student is either familiar with or will become familiar with the work of Bloom, Tyler, Mager, Bechard, Parker, Rubin, McGuire, and Nedelsky.

- *DH 804. Growth and Development. (3-0-3 hours)
Prerequisite: Oral Anatomy

This course will consider the physical and psychological growth and development of the individual from birth to adolescence. Strong emphasis will be placed on the growth and development of the dentition and face. Basic concepts of psychological development will be stressed in order to help the dental hygienist understand young patients and design a preventive dental program suitable for their maturational level.

- *DH 806. Advanced Preventive Dentistry Concepts in Dental Hygiene. (4-0-4 hours)

A course which presents a global picture of preventive dentistry and its interrelation in total patient care. Current research will be presented on plaque and its relation to dental disease, caries activity testing, diet counseling, pit and fissure sealants, topical fluorides, gross caries control and plaque control instruction.

- *DH 809. Advanced Clinical Field Experience. (5-0-5 hours)

This field experience is individually designed to provide clinical work experiences at local area hospitals or public health agencies to fit special clinical interests of the student. The work will be directly co-supervised by an appropriate member of the medical or dental faculty and by a member of the department staff.

- *DH 921. Independent Study in Dental Hygiene. (5-0-5 hours)
Prerequisite: EDU 702

This course will require the satisfactory completion of an original project in dental hygiene. Results of the study and a critical review of the pertinent literature are incorporated into the student's work.

Proposal to be presented to advisory committee for approval prior to admission to the course.

Endocrinology

V. Mahesh, Chairman; T. Abney; V. Bhalla; E. Bransome; J. Byrd; A. Costoff; R. Greenblatt; T. Mills; T. Muldoon; J. O'Conner.

- *END 707. Introduction to Endocrinology. (1-0-1 hours) (Fall)

This course will give a general introduction to the concept of hormones, endocrine glands, and various mechanisms involved in regulation and control of endocrine secretion.

- *END 801. Clinical Endocrinology. (2-0-2 hours) (Fall)

Clinical survey of the function of the hypothalamus, pituitary, adrenals, gonads, thyroid and pancreas, and the diagnosis and treatment of endocrine disorders associated with these glands.

- *END 802. Advanced Clinical Endocrinology. (6-0-6 hours) (Fall)

A continuation of END 801 at an advanced level. Included is participation in the diagnosis, work-up, treatment and discussion of selected patients with various endocrine disorders.

- *END 807. Clinical Aspects in Human Reproductive Physiology. (5-0-5 hours) (Fall)

The essentials of human reproduction and the application of present day knowledge in the promotion of fertility as well as fertility controls.

***END 808. Human Cytogenetics. (3-0-3 hours) (Spring)**

A study of the relationships between chromosome morphology, function and disease. Consideration of chemical and physical nature of the chromosome, chromosomal aberrations, ploidy, significance of sex chromatin defects and genetics of cells in culture.

***END 809. Human Cytogenetics—Laboratory Techniques. (0-6-3 hours) (Winter)**

A laboratory study of methods used in human cytogenetics including methods for culture and chromosome analysis and somatic cells, sex chromatin, autoradiography, photomicrography, meiotic preparations and solid tissue culture.

***END 810. Biochemical Methods in Endocrine Research. (1-5-3 hours) (Fall)**

Work in specialized methods such as fractionation and individual estimation of steroids, steroid receptor binding, chromatography and use of isotopes.

***END 812. Chemistry of Steroids. (5-0-5 hours) (Winter)**

Prerequisite: END 815

A survey of the chemical synthesis, degradation and general reactivity of various classes of steroids. Physical methods of characterization and methods of steroid determination are discussed with particular emphasis on steroids of biological importance.

***END 813. Mechanism of Steroid Hormone Action. (4-0-4 hours) (Spring)**

A detailed analysis of the intracellular events known to precede manifestation of steroid hormone action. Particular emphasis is placed upon receptor interactions and their cytoplasmic and nuclear ramifications. All classes of active steroid hormones are considered, with a view toward correlating differences in action with differences in mechanism.

***END 814. Endocrinology of Polypeptide Hormones. (4-0-4 hours) (Fall)**

Studies of the hormones of the hypothalamus, pituitary, the adrenal medulla, pancreas, pineal, thyroid, and parathyroid.

***END 815. Endocrinology of Steroid Hormones. (4-0-4 hours) (Fall)**

Studies of the biosynthesis, transport, metabolism and secretion of steroid hormones.

***END 816. Mechanism of Action of Polypeptide Hormones. (4-0-4 hours) (Spring)**

A survey of hormone receptor interactions and the effect on cellular functions. Included are the activation and regulation of adenylate cyclase, phosphodiesterase, protein kinase, RNA and protein synthesis, and other cellular processes.

***END 817. Reproductive Physiology. (4-0-4 hours) (Fall)**

A biologically oriented course dealing with spermatogenesis, ovulation, fertilization, behavior, implantation, and pregnancy.

***END 818. Population Explosion and Contraception. (2-0-2 hours) (Summer)**

A survey of the problem of population explosion in the United States and around the world with discussion of the safety and efficiency of current methods of contraception.

***END 819. Comparative Endocrinology. (4-0-4 hours) (Winter)**

A study of the fine structure and histology of endocrine glands as related to their function in man and other species.

END 901. Seminar in Endocrinology. (1-0-1 hours) (Fall, Winter, Spring)**END 921. Investigation of a Problem. (Credit to be arranged) (All quarters)*****END 930. Research. (Credit to be arranged) (All quarters) (For Dissertation or Thesis)**

Medical Illustration

P. Brucker, Chairman; O. Garlington; D. Mascaro; W. Stenstrom (Director of Teaching Program).

***MIL 650, 651, 652. Medical Illustration — Techniques I. (2-64-34 hours)**

An introduction to the techniques and media of the medical illustrator including carbon dust, pen and ink, watercolor, airbrush, technical pens and lettering equipment.

***MIL 658. Tri-Dimensional Techniques. (2-8-6 hours)**

An introduction to the materials and techniques of sculpting and casting three-dimensional bioscientific subjects.

***MIL 659. Publication Art Techniques. (1-2-2 hours)**

An introduction to the techniques of preparing artwork for reproduction through the print media from basic layout to camera-ready art.

***MIL 665. Photography. (2-4-4 hours)**

An introduction to general photography: methods, materials and processes.

***MIL 678. Surgical Techniques. (1-2-2 hours)**

An introduction to surgery where the students perform several surgical procedures on laboratory animals utilizing standard equipment, materials and techniques.

***MIL 750, 751, 752. Surgical Observation/Sketching. (0-24-12 hours)**

Observation and sketching of procedures and techniques related to various subspecialties of surgery performed in the operating rooms of the medical center. The sketches are

used as reference material for illustrations accomplished in Medical Illustration Techniques II.

***MIL 753. Printing and Publishing. (1-0-1 hours)**

A study of the major methods of printing including copy preparation, platemaking and other aspects of publishing.

***MIL 758. Advanced Photography. (2-4-4 hours)**

Studio and field experience in the use of equipment and techniques of medical photography including copywork, patient and surgical photography, photomicrography, and basic motion picture photography.

***MIL 760, 761, 762, 763. Medical Illustration — Techniques II. (4-40-24 hours)**

A studio experience in which the student utilizes a variety of art materials and techniques in preparing medical illustrations that meet stated objectives.

***MIL 775. Presentation of Visual Information. (3-2-4 hours)**

A foundation in the design, preparation, production and utilization of scientific information for presentation in the major audiovisual communication media.

***MIL 780. Television for Medical Illustration. (3-2-5 hours)**

Lectures and studio demonstrations of equipment and production methods of closed circuit television with emphasis on graphic techniques and program planning involving the medical illustrator.

***MIL 801. Independent Study. (TBA)**

A pursuit of additional skill and/or information in some aspect of medical illustration.

***MIL 802. Department Development and Administration. (3-2-4 hours)**

An introduction to basic procedures associated with the development, management and administration of a medical illustration department.

***MIL 804. Scientific Exhibit Design. (1-6-4 hours)**

A supervised practicum in planning and designing a scientific exhibit. Included are practical aspects of production including scale drawings, selection of materials, functional design, shipping and display space limitations.

***MIL 928. Medical Illustration — Graphic Project. (TBA)**

A visual presentation of designated subject areas of the Medical Illustration Program prepared in partial fulfillment of the requirements for the degree of Master of Science in Medical Illustration.

Medical Technology

A. Anderson, Chairperson; C. Barnwell; J. Crowley; A. Shaikh; A. R. Winningham.

***MTC 801. Laboratory Administration. (1-2-2 hours)**

An application oriented course of study in the concepts, procedures, and techniques of management.

***MTC 810. Clinical Chemistry. (3-6-6 hours)**

Qualitative and quantitative aspects of analytical biochemistry as they are applied to diagnosis and therapy of human diseases. Includes didactic and laboratory studies; and individual directed projects.

***MTC 820. Clinical Hematology. (3-6-6 hours)**

Advanced concepts in hematology, practical application, clinical diagnosis and individual directed projects in hematology.

***MTC 840. Clinical Immunohematology. (3-6-6 hours)**

Principles and techniques of applied immunology related to problems of an immunohematology service (blood bank). Includes didactic and laboratory studies, and individual directed projects.

***MTC 850. Clinical Microbiology. (3-6-6 hours)**

In-depth study of pathological bacteriology, mycology, mycobacteriology, and anaerobic bacteriology as it relates to diagnosis and therapy of human disease. Includes didactic and laboratory studies; and individual directed projects.

Occupational Therapy

N. Prendergast, Chairperson; V. Allen; B. Dias; K. A. Evans; N. Moulin.

***OTH 700. Curriculum Development in Occupational Therapy. (4-0-4 hours)**

A review of the AMA/AOTA *Essentials* and their application in curriculum development. A study of present curricula in occupational therapy and the development of curriculum models based on various approaches and concepts.

***OTH 701. Occupation as a Health Determinant. (4-0-4 hours)**

A discussion of the concept of occupation as a health determinant. The identification of the occupational continuum and an analysis of occupational performance. A study of selected aspects of performance function and dysfunction as it relates to the individual's physical and psychosocial well-being and health status.

***OTH 702. Human Development and the Acquisition of Performance Skills. (4-0-4 hours)**

A review of neuro-motor, visual, perceptual-motor-cognitive and psychosocial development. A comparative study of selected theories related to the acquisition of performance skills, and interpersonal, social and cognitive skills learning. A discussion of the physical and neurocognitive relationship between task-oriented activities and the acquisition of physical-motor skills.

***OTH 703. Significance of Activity and the Development of Human Potential. (5-0-5 hours)**

Physiologic and psychologic aspects of motor activity and learning; the role of play in the acquisition of adaptive skills,

characteristics of age-specific activities; relationship of activities to development of competency; relationship of activity and in-activity to man's physical and psychological well-being; analysis of real and symbolic meaning of activities.

***OTH 704. The Occupational Therapy Process. (3-0-3 hours)**

The application of principles to the evaluation and management of performance problems and component dysfunction. The relationship of activity analysis to development of programs for prevention and health maintenance, restoration and/or development of component function and occupational performance.

***OTH 705. Problems in Performance Dysfunction. (4-0-4 hours)**

Independent study in a selected area of component dysfunction. Student may select from the following areas:

1. Motor disfunction
2. Sensory-integrative dysfunction
3. Cognitive dysfunction
4. Psychological dysfunction
5. Social dysfunction

***OTH 706. Special Studies in Health Care. (3 to 5 hours)**

Individual investigation into current and proposed occupational therapy approaches to comprehensive health care. Studies of current and potential roles for the occupational therapist. Includes practical experiences in the broader health care community.

***OTH 708. Special Studies in Advanced Treatment Approaches. (3 to 5 hours)**

Individual investigation into new and/or specialized treatment approaches for individuals with physical or psychosocial dysfunction. Includes practical experiences in utilizing these treatment approaches. Credits awarded will be determined on the basis of extent and type of study proposed.

***OTH 921. Investigation of a Problem. (2-0-2 hours)**

Designed to give the student an opportunity to investigate a topic of particular interest to the individual student's area of study. The topic, activities to be undertaken and evaluation methods will be determined collaboratively by the student, major advisor and tutorial faculty member. This elective may be taken twice with permission of major advisor.

Oral Biology

T. Dirksen, Chairman; G. Burnett, Chairman Emeritus; S. Bustos-Valdez; A. Ciarlone; J. Erbland; L. Gangarosa; W. Karp; S. Kolas; R. McKinney; D. Pashley; G. Schuster; M. Sharawy; B. Singh; R. Walton; J. Weathered; G. Whitford.

***OBIO 811. Head and Neck Anatomy. (2-0-2)**

An advanced course in applied anatomy of the head and neck region.

***OBIO 822. Oral Biochemistry. (2-0-2 hours)**

Biochemical topics of outstanding dental interest for graduate and post-graduate students are presented in this course. Lectures include: Structure and Function of Collagen, Hemostatic Mechanisms, Dental Plaque Biochemistry, Influence of the Diet in Oral Tissues, and Mineralization of Dental Tissues.

***OBIO 833. Physiology of the Stomatognathic System. (2-0-2 hours)**

A guided survey of the physiology of the stomatognathic system.

***OBIO 841. Microbiological and Immunological Aspects of Oral Disease. (2-0-2 hours)**

An advanced course on oral microbiology, infection and resistance, and oral diseases of microbial origin.

***IBIO 852. Molecular Pathology. (2-0-2)**

Concepts of disease, particularly oral diseases, at cellular and subcellular levels.

***OBIO 854, 855, 856. Oral Pathology. (1-0-1 hours each)**

An advanced course of the oral diseases, including etiology, pathogenesis, diagnosis, prognosis, and treatment.

***OBIO 857, 858, 859. Special Topics in Oral Pathology. (1-0-1 hours each)**

This course(s) includes the use and evaluation of data acquired by a variety of investigative techniques (e.g. light and polarized light microscopy, electron and fluorescence microscopy, cytology, histochemistry and radiologic techniques) that are employed in the analysis of tissue/cellular preparations, for the purpose of advanced study and discussion of the etiology and pathogenesis of oral-paraoral disease; and, including an in depth analysis of the interrelated clinicopathologic aspects of such disease. Topics and suggested literature will be assigned to individual students concurrently. It should be noted that the content of this course(s) varies substantially from quarter to quarter and year to year. Therefore, it is possible that the course(s) can be retaken each quarter, year after year for credit.

***OBIO 863. Dental Pharmacology. (2-0-2 hours)**

Advanced pharmacology of interest to clinical and investigative dentistry.

***OBIO 901, 902, 903. Graduate Oral Biology Seminars. (1-0-1 hours each)**

These seminars will include advanced topics of interest to dentistry and will be presented by both graduate students and faculty. An in-depth coverage of the literature is expected for each presentation.

OBIO 921. Investigation of a Problem. (Credit to be arranged.)

***OBIO 930. Research. (For Dissertation or Thesis) (Credit to be arranged.)**

Pharmacology

L. M. Greenbaum, Chairperson; R. P. Ahlquist; T. B. Allison; A. A. Carr; G. O. Carrier; A. E. Ciarlone; G. W. Cross; B. W. Fry; L. P. Gangarosa; W. F. Geber; C. J. Hannan; D. C. Jerram; M. H. Johnson; A. M. Karow; J. M. Kling; M. E. Logan; R. L. Longe; T. J. Mellinger; M. W. Riley; J. H. R. Sutherland.

***PHM 701. General Pharmacology. (4-0-4 hours)**

A survey course covering the general principles of pharmacodynamics, chemotherapy and toxicology. The pharmacology of the following will be introduced: central nervous system, peripheral motor nervous system, cardiovascular-renal system, gastrointestinal system, and endocrine system.

***PHM 711. Cryopharmacology. (3-0-3 hours)**

Prerequisite: Consent of instructor

The biophysics of freezing injury and the use of cryoprotective drugs.

***PHM 721. Drug Induced Teratogenesis. (3-0-3 hours)**

Prerequisite: Consent of instructor

Consideration of theories of drug induction on congenital malformations in the mammalian fetus. Experimental methods of evaluating drug teratogenicity will be studied.

***PHM 801. Molecular Pharmacology. (3-0-3 hours)**

Prerequisites: PHM 701 or equivalent and consent of instructor

Mechanism of achieving a biological effect through the chemical interaction of a drug with a biological receptor.

***PHM 802. Methods in Pharmacological Research. (1-4-3 hours)**

Prerequisites: PHM 701 or equivalent and consent of instructor

Physiological and biochemical methods employed in pharmacological investigations.

***PHM 803. Neuropharmacology. (3-0-3 hours)**

Prerequisites: PHM 701 or equivalent and consent of instructor

Selected topics related to the action of chemical agents on the nervous system.

***PHM 804. Advanced Pharmacology. (2-0-2 hours)**

Prerequisites: PHM 701 or equivalent and consent of instructor

Research objectives in pharmacology. Current concepts and trends in pharmacological research.

***PHM 805. Mechanisms of Drug Toxicity. (3-0-3 hours)**

Prerequisites: PHM 701 or equivalent and consent of instructor

A study of the adverse effects of drugs on organ systems and metabolic pathways.

***PHM 808. Autonomic Pharmacology. (3-0-3 hours)**

Prerequisites: PHM 701 or equivalent and consent of instructor

A study of neurohumoral transmission, adrenergic and cholinergic agonists and blocking agents, and mechanisms of action of drugs affecting the peripheral motor nervous system.

***PHM 809. Cardiovascular-Renal Pharmacology. (3-0-3 hours)**

Prerequisites: PHM 701 or equivalent and consent of instructor

Evaluation of the interrelationships of the action of drugs on the heart, peripheral circulation, and renal function.

***PHM 901, 902, 903. Seminar in Pharmacology. (1 hour each)**

***PHM 921. Investigation of a Problem. (Credit to be arranged)**

***PHM 930. Research. (Credit to be arranged)
(For Dissertation or Thesis)**

Physical Therapy

B. May, Chairperson; S. Bemis; D. Hart; E. Myers; J. Perry; W. Poston.

***PTH 800, 801. Advanced Therapeutic Processes I, II. (5 hours each quarter)**

Each student will select an area of specialization in physical therapy practice from the following: musculo-skeletal; neuro-physiological; general. The purpose of this course is to provide the student with the opportunity to gain advance knowledge of theories of practice related to the specialty area and advanced competence in the management of individuals within the specialty area. Learning experiences will be individually designed to provide the student with the opportunity to study new or specialized assessment and treatment procedures.

***PTH 820. Advanced Analysis of Musculoskeletal Function. (2-6-5 hours)**

The study of the major concepts, skills and techniques involved in the analysis of musculoskeletal performance. In depth study of selected anatomical structures and related biomechanical and kinesiological concepts.

***PTH 830. Clinical Research Techniques. (2-2-3 hours)**

Prerequisite: EDU 702 or equivalent

A practical approach to research techniques required to perform clinical research including: formulation, application and analysis of specific research designs; computerized statistical analysis of data from specific research designs; analysis of descriptive characteristics of populations, samples and sampling distributions; basic probability appropriate for clinical predictions, and laboratory projects emphasizing sample analysis, study designs and computerized data analysis.

***PTH 840. Designing Clinical Education Experiences. (3-0-3 hours)**

Prerequisites/Corequisites: EDU 700, 701

The student will be exposed to all aspects of clinical education, including but not limited to: theoretical considerations,

practical considerations, plan and design of effective experiences, implementation and evaluation of clinical learning experiences.

***PTH 841. Curriculum Design in Physical Therapy. (5-0-5 hours)**

Prerequisite: EDU 700

A review of curriculum designs in physical therapy education with special emphasis on competency based education. Relation of theories of curriculum design to physical therapy and physical therapist assistant education.

***PTH 910. Independent Study. (2 to 6 hours)**

Individually designed work in some area of physical therapy or health care of special interest to the student. Study may be in areas related to practice, administration or education.

***PTH 921. Investigation of a Problem. (4 to 6 hours)**

Prerequisites/Corequisites: PTH 800, 801

Investigation of a special problem related to physical therapy clinical practice, management, education or professional practice.

***PTH 931. Special Studies in Patient Management. (2 to 6 hours)**

Prerequisites/Corequisites: PTH 800, 801

Individual investigation into new or specialized patient management processes related to any area of specialization. This course is designed to give the student an opportunity to investigate special areas of patient management other than the areas specified in the specialty area.

Physiology

R. Little, Chairman; G. Bond; J. Delahayes; G. Doetsch; P. Dow; J. Ehrhart; L. Ellison; J. Ginsburg; R. Godt; K. Green; C. Hendrich; W. Hofman; W. Jackson; G. King; R. Kolbeck; D. Miller; T. Nosek; T. Ogle; D. Pashley; S. Poterfield; S. Reichard; S. Stoney; R. Vargo; J. Weatherred; T. Wiedmeier.

***PHY 701. Survey of Physiology I. (6-1-6 hours) (Winter)**

Prerequisites: Inorganic and organic chemistry, physics and one year of biological sciences or equivalent or permission of Department Chairman.

First of a two quarter sequence presenting an intensive treatment of mammalian organ systems; the cell, electrophysiology; peripheral nerve and reflexes; muscle; cardiovascular.

***PHY 702. Survey of Physiology II. (8-2-6 hours)**

Prerequisites: Inorganic and organic chemistry, physics and one year of biological sciences or equivalent or permission of Department Chairman

Respiration, body fluids and kidney, gastrointestinal and endocrine physiology.

***PHY 703. Survey of Neurophysiology. (4-1-4 hours) (Winter)**

Prerequisite: Permission of Department.

Peripheral and central nervous system physiology including special senses.

***PHY 802. Cardiodynamics. (3-0-3 hours)**

Prerequisites: PHY 701, 702, 703 and/or permission of the instructor

Physiology of the heart, including structure, development, action as muscle, and dynamics of its pumping action.

***PHY 803. Peripheral Circulation. (3-0-3 hours)**

Prerequisites: PHY 701, 702, 703 and/or permission of the instructor

A study of the architecture and hemodynamics of peripheral vasculature.

***PHY 804. Muscle Physiology. (3--3 hours)**

Prerequisites: PHY 701, 702, 703 and/or permission of instructor

Excitation contraction coupling, Contractile proteins and chemistry of contraction. Theory of contraction of skeletal, heart and smooth muscle.

***PHY 805. Blood Flow Regulation. (3-0-3 hours)**

Prerequisites: PHY 701, 702 and/or permission of the instructor

A study of the determinants affecting cardiac output and peripheral flow, with consideration of the techniques of measuring the flow.

***PHY 806. Respiration. (3-0-3 hours)**

Prerequisites: PHY 701, 702 and/or permission of the instructor

A study of the mechanics and the control of respiration including consideration of experimental measurement.

***PHY 807. Body Fluid Regulation. (3-0-3 hours)**

Prerequisite: PHY 701, 702, 703 and/or permission of the instructor

A study of current concepts of regulation of body fluid volume and composition. Laboratory experiences in measurement of renal function and body fluid volumes will provide data to be interpreted in the light of current and classical literature.

***PHY 809. Membrane Transport and Permeability. (3-0-3 hours)**

Prerequisites: PHY 701, 702, 703 and/or permission of the instructor

A study of the fundamental aspects of membrane permeability including membrane structure, electrostatic charge, permeability, irreversible thermodynamics and chemistry of transport. Various aspects of membrane transport are presented with a discussion of co-transport and carrier system.

***PHY 813. Electrophysiology. (3-0-3 hours)**

Prerequisites: PHY 701, 702, 703 and/or permission of the instructor

Theoretical basis of electrophysiological phenomena; recording apparatus and technique, and the electrophysiology of cell tissues and excitable structures.

***PHY 815. Radioisotopes in Biological Research.** (3-0-3 hours)
Prerequisites: PHY 701, 702, 703 and/or permission of the instructor

The theory, utility and methodology for the use of radioisotopes in biological research.

***PHY 816. Motor Systems.** (3-0-3 hours)
Prerequisites: PHY 701, 702, 703 and/or permission of the instructor

Survey of neurophysiological mechanism which underlie cerebral, cerebellar and basal ganglia control of voluntary movement.

***PHY 820. Radiobiology.** (3-0-3 hours)
Prerequisites: PHY 701, 702, 703 and/or permission of the instructor.

Cellular and physiological effects of ionizing radiation.

***PHY 821. Sensory Systems.** (3-0-3 hours)
Prerequisites: PHY 701, 702, 703 and/or permission of the instructor

A guided survey of the basic principles of functional organization of the somatic and special sensory systems. Emphasis on coding and synaptic processing of sensory information.

***PHY 822. Biological Substrates of Learning and Motivation.** (3-0-3 hours)
Prerequisites: PHY 701, 702, 703 and/or permission of the instructor

A survey of the electrophysiological, neuroanatomical and biochemical correlates of learning and motivation. Included will be an assessment of techniques used in this area of study.

***PHY 823. The Application of Control Theory to Physiological Systems.** (3-0-3 hours)
Prerequisite: Permission of the instructor

The study of the techniques to mathematically describe a physiological process and the aspects of control theory that are effective in the analysis of a system. Computer simulation of selected physiological systems.

***PHY 824. Physiology of Thyroid and Parathyroid Hormone.** (3-0-3 hours)
Prerequisites: PHY 701, 702, 703 and/or permission of the instructor

Control of secretion, synthesis and metabolism of thyroid hormones along with present concepts of general metabolic functions of thyroid hormones. The latter half of the course will involve a study of the control of secretion of thyrocalcitonin and parathyroid hormones and how these two hormones interact as regulators of plasma and tissue levels of calcium, magnesium and phosphorus.

***PHY 825. Electronics as Applied to Medicine.** (2-2-4 hours)
Prerequisites: PHY 701, 702, 703 and/or permission of the instructor

A study of electronic methods currently employed in Physiology. After completing lecture and laboratory work on basic concepts in electronic technology the student will elect further experience in two or more of the following options: electronics for cardiovascular studies; digital electronics; electrophysiology; laboratory computers.

***PHY 826. Fetal Physiology.** (3-0-3 hours)
Prerequisites: PHY 701, 702, 703 and/or permission of the instructor

This course covers those aspects of late-fetal physiology which are unique to this period of development. The fetal cardiovascular, renal, respiratory and endocrine systems as well as intermediary metabolism will be studied with the emphasis being placed on the last two topics.

***PHY 899. Special Topic Seminar Courses in Physiology.** (Credit to be arranged)
Prerequisites: PHY 701, 702, 703 and/or permission of the instructor

Special topic courses taught as seminars in the areas of cardiovascular, renal, respiratory, muscle, neuro and endocrine physiology.

***PHY 901, 902, 903. Seminar in Physiology.** (1-0-1 hours)
Prerequisites: PHY 701, 702, 703 and/or permission of the instructor

***PHY 921. Investigation of a Problem.** (Credit to be arranged)
Prerequisites: PHY 701, 702, 703 and/or permission of the instructor

***PHY 930. Research.** (Credit to be arranged)
(For Dissertation or Thesis)
Prerequisites: PHY 701, 702, 703 and/or permission of the instructor

Other Approved Courses

The courses listed below have been approved for credit toward a Graduate Studies degree, but course descriptions are listed under their offering department or school, as indicated:

General Programs Courses:

***EDU 703. Teaching Practicum.** (5 hours)

***EDU 940. The Management of Learning.** (4 hours)

***HC 764. Survey of Learning Resources.** (3-0-3 hours)

***HC 801. Advanced Instructional Media.** (5-0-5 hours)

***HS 630. Introduction to Biomedical Computing.** (3-0-3 hours)

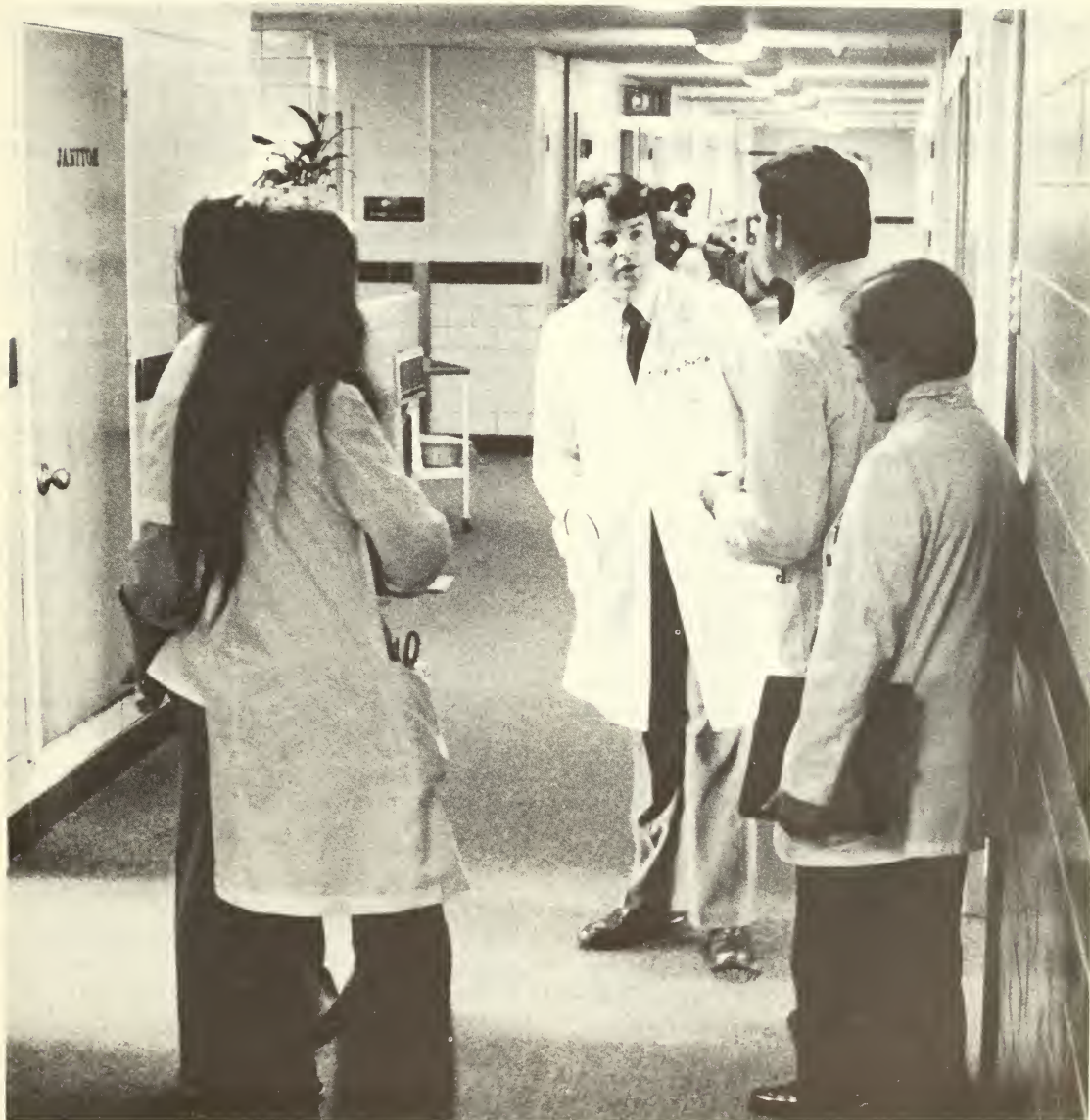
***HS 631. Advanced Techniques In Biomedical Computing I.** (3-0-3 hours)

***HS 632. Advanced Techniques In Biomedical Computing I.** (3-0-3 hours)

***HS 850. Biometry: Introductory Research Statistics.** (3-2-5 hours)

*HS 851. Biometry: Advanced Research Statistics I.	(3-0-3 hours)	*EDU 700. Curriculum and Instruction in Higher Education.	(5-0-5 hours)
*HS 852. Biometry: Advanced Research Statistics II.	(3-0-3 hours)	*EDU 701. Methods of Evaluation.	(5-0-5 hours)
*HS 860. Application of Control Theory to Physiological Systems.	(3-0-3 hours)	*EDU 702. Educational Research.	(5-0-5 hours)
*HS 861. Electronics as Applied to Medicine.	(2-4-3 hours)	*EDU 705. The Adult as a Learner.	(5-0-5 hours)
School of Nursing Courses:		School of Dentistry Course:	
*EDU 621. Group Dynamics.	(2-6-5 hours)	*PER 807. Advanced Periodontics for Dental Hygienists.	(5 hours)

medicine



Dean—Dr. Fairfield Goodale

Associate Dean for Curriculum—Dr. Terrence T. Kuske

Associate Dean for Special Programs—Dr. Russell Moores

Associate Dean for Admission—Dr. Boyd Sisson

Associate Dean for Clinical Sciences—Dr. Joseph Bailey

Associate Dean for Basic Sciences—Dr. Thomas McDonald

School of Medicine

The physician occupies a vital and honored position in today's increasingly sophisticated and complex society. Successful completion of requirements in the School of Medicine leads to the M.D. degree and a career dedicated to the maintenance of health and the alleviation and cure of disease. Opportunities include clinical practice, teaching and work in research.

Accreditation

The School of Medicine is accredited by the Association of American Medical Colleges in conjunction with the American Medical Association.

Admission Requirements

Policy

Admission policies established by the Board of Regents of the University System of Georgia are the responsibility of the Admissions Committee, with consideration for the special requirements of the medical curriculum. The committee is responsible for the acceptance of all students entering the first, second or third year classes. Admission with advance standing to the fourth year class is not ordinarily possible.

The Admissions Committee selects those applicants who are more likely in its opinion to make the best students and physicians. Consideration is given to the totality of all credentials, including (1) the demonstrated level and pattern of academic ability and achievement, (2) scores on the new Medical College Admissions Test, (3) evaluations supplied by premedical advisors or advisory committees, and (4) assessment by means of two personal references and interviews with Medical College personnel of the less tangible qualities of personality, character, maturity, emotional fitness, motivation, and potential for meeting Georgia's health care needs. Each student is considered on the basis of his individual qualifications without regard to race, sex, creed, or national origin.

Only a very limited number of positions are available for out-of-state applicants; therefore, in order to be given serious consideration, non-residents must present superior qualifications and preference is given to those who have a significant Georgia connection.

Academic Requirements

At least three years of work in an accredited college or university.

The minimum requirement is 90 semester hours or 135 quarter hours. The three-year college course, in

both quality and quantity, must be acceptable as the equivalent of the first three years leading to the degree of Bachelor of Science in Arts in an approved college of arts and sciences. Preference is given to applicants who will have completed their baccalaureate degree.

An applicant may major in the discipline of his choice; however, he must complete the following:

Biology

One academic year of general biology or zoology (with laboratory)

Chemistry

(a) One academic year of general inorganic chemistry (with laboratory). Inclusion of quantitative chemistry is recommended.

(b) One academic year of advanced chemistry, two quarters or one semester of which must be organic chemistry with laboratory. The other quarter or semester may be fulfilled by any advanced chemistry course (laboratory not necessary).

Physics

The number of academic terms of Physics (with laboratory) necessary to cover mechanics, heat, light, sound, electricity and magnetism.

English

One academic year of English or whatever portion of the academic year is required for the baccalaureate degree in an accredited college or university.

Note: One academic year equals three quarters, two semesters, or one semester and two quarters.

Premedical Electives

An understanding of man, contributory to the wise and solid practice of medicine, can be derived from many disciplines. Students are encouraged to pursue in-depth study in disciplines which are of real interest to them, in addition to the required courses. The selection of the areas for in-depth study is not of primary concern to the committee; many students select natural science as a primary emphasis and others select physical sciences or the humanities. Elective courses may be used to broaden the background of students applying to medical school.

Medical College Admission Test (MCAT)

Every applicant must take the Medical College Admission Test, preferably in the spring preceding the submission of his application but no later than the fall. The test is given twice yearly at most senior colleges. Beginning with the fall of 1978, all applicants must take the new MCAT. Information concerning it may be obtained from the premedical advisor or from the Medical College Admission Test, The American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240.

Health Report

A health report must be submitted to the Student Health Center after acceptance but before initial registration.

Personal Interviews

Interviews with members of the Medical College faculty are held by invitation of the Admissions Committee. Such interviews are ordinarily required prior to acceptance.

References

An evaluation of the applicant is required from two persons, one of whom should be an individual active in one of the health professions.

In addition, an evaluation from the applicant's pre-medical advisor is required. Recommendations from other sources are discouraged.

Application Procedure

The School of Medicine participates in the American Medical College Application Service (AMCAS), which means that application forms are issued by AMCAS upon receipt of an application request card from the applicant. The request cards can be obtained from the Office of Student Affairs, Medical College of Georgia, or from premedical advisors on most college campuses. The MCG deadline for filing applications (post-marked) with AMCAS for the entering class of September is the previous December. Early application is urged by the Admissions Committee. No application fee in addition to the AMCAS fee is required.

Irregular Students

Faculty members holding doctorates in basic medical or biological sciences who wish to qualify for careers in full-time academic or clinical research may enroll as irregular students in special instances.

Requirements for admission as an irregular student are available from the associate dean for admissions. Before final acceptance as an irregular student, applicants must obtain approval from the dean of the School of Medicine for the proposed course of study.

The college assumes no responsibility for future curriculum changes which might alter such programs.

Admission with Advanced Standing

Applicants in good standing in accredited two or four year medical schools will be considered for admission to the appropriate advanced level of the curriculum when student space permits. The School of Medicine also participates in COTRANS on a space available basis. Details should be obtained from the Office of the Associate Dean for Admissions, School of Medicine.

Financial Aid

An application form on which to apply for any assistance program administered by the college may be secured by writing the college's Financial Aid Office.

Curriculum

During the first year (Phase I) the students study the structure and function of the human body through courses in anatomy, histology, embryology, biochemistry, neurosciences, and physiology. Courses in humanities and behavioral sciences relate to the social, ethical and behavioral aspects of the individual. Microbiology is also included in the first year curriculum. Contact with patients begins with physical diagnosis during the winter quarter of the first year.

The second year (Phase II) points toward clinical medicine with courses in pathology, pharmacology, genetics, preventive medicine, public health, and laboratory medicine. Lectures in the "clinical sciences" provide the didactic basis for the major clinical blocks during the clinical years. Courses in radiology, anesthesiology, neurology and psychiatry are also given during the spring quarter. Interdepartmental cooperation and clinical relevance are stressed throughout the first two years.

In addition to the "core curriculum" two afternoons a week are assigned for electives during part of both the first and second years.

During Phase III of the curriculum, the student is required to take 76 weeks of clerkships including six basic clerkships to provide adequate fundamental clinical grouping. The Department of Medicine is responsible for the 12 week medical clerkship. The eight week surgical clerkship is taught by the Department of Surgery, including the subspecialty divisions and the Department of Anesthesiology. In addition, a six week clerkship is taught by the Department of Obstetrics and Gynecology, a six week clerkship by Pediatrics and a four week clerkship by the Department of Psychiatry. The Department of Neurology is responsible for a four week clerkship.

The balance of the third and fourth years is filled by elective courses which can be advanced in the various clinical departments, including medicine, surgery, obstetrics and gynecology, psychiatry, neurology, pediatrics, dermatology, radiology, anesthesiology, ophthalmology and family practice, as well as electives in basic sciences. Research electives are available. Electives may also be taken in other institutions and community hospitals upon approval by the appropriate department of the School of Medicine and the faculty Curriculum Committee.

The biological sciences and clinical sciences are taught by various departments of the School of Medicine.

Close affiliation agreements have been developed with major community hospitals in the state of Georgia. Part of the clinical core curriculum may be taken at one of these hospitals.

Phase I

First Quarter (14 weeks)		Credit Hours
CMB 550	Cell and Molecular Biology	16
ANM 552	Embryology	4
ANM 550	Gross Anatomy	8
ANM 553	Histology	7
HUM 550	Medical Humanities	3
Total		38

Second Quarter (10 weeks)

ITD 560	Approach to Physical Diagnosis	5
ANM 550	Gross Anatomy	6
CMB 570	Microbiology	10
PHY 550	Physiology	8
Total		29

Third Quarter (11 weeks)

PSY 550	Behavioral Sciences	2
	Electives	Satisfactory
CMB 571	Microbiology	4
ITD 550	Neurosciences I	11
PHY 551	Physiology	9
Total		26

Phase II

First Quarter (15 weeks)

ITD 540	Introduction to Clinical Medicine	3
ITD 555	Neuroscience II	2
PTH 560	Laboratory Medicine	8
PTH 550	Pathology	8
PHM 551	Pharmacology	4
Total		25

Second Quarter (10 weeks)

END 550	Genetics	2
ITD 575	Infectious Diseases	4
ITD 541	Introduction to Clinical Medicine	3
PTH 551	Pathology	5
PHM 552	Pharmacology	5
RAD 550	Radiology	1
MED 550	Reticulo Endothelial System	3
Total		23

Third Quarter (10 weeks)

ANS 550	Anesthesiology	1
ITD 530	Endocrinology	5
	Electives	Satisfactory
ITD 565	National Board Review	No credit
OPH 550	Ophthalmology	1
PHM 553	Pharmacology	4
ITD 570	Physical Diagnosis	3
FMP 550	Community Medicine	3
PSY 560	Psychiatry	7
Total		24

Requirements for Phase III

A. General Requirements

1. The minimum requirement in Phase III for graduation from the School of Medicine, Medical College of Georgia, is the satisfactory completion of 18 months work. Students are encouraged to pursue courses of study in excess of the minimum requirements.
2. Students must have satisfactorily completed all of the requirements of Phase II before entering Phase III.

B. Required Clerkships (First Year — Phase III)

1. Medicine 500
3 months basic clerkship
2. Obstetrics and Gynecology 500
1½ months basic clerkship
3. Pediatrics 500
1½ months basic clerkship
4. Psychiatry 500
1 month basic clerkship
5. Surgery 500
2 months basic clerkship
6. Neuroscience 500
1 month basic clerkship

C. Electives

In addition to ten months of basic clerkships, a minimum of eight months elective experience constitutes the requirements for Phase III. Of these eight months, the maximum time which may be scheduled for off-campus electives is three months during Phase III.

Curriculum Bulletin

The courses offered are not limited to those listed in the catalog, and new courses are frequently introduced into the curriculum. It is possible that some of the courses listed may be withdrawn from the curriculum with the approval of the Curriculum Committee and the dean of the School of Medicine. Course descriptions can be found in the Phase III Curriculum Bulletin, a copy of which may be obtained by writing to the Curriculum Office, School of Medicine.

Scholarship and Promotion

Promotion of students from one year to the next is dependent upon the satisfactory completion of each year's work. Promotions are considered on the basis of recommendations by individual instructors, on department evaluations and on students' total records, including performance on Parts I and II of The National Board Examinations.

The faculty has the obligation and right to determine the methods of evaluation by performance or by examination and to evaluate each student individually. Comprehensive oral examinations may be scheduled at the end of the second and fourth years on the advice of the Promotion Board.

Non-Academic Exclusion

Any student may be denied permission to continue enrollment in the School of Medicine if in the opinion of the faculty, the student's knowledge, character or mental or physical fitness cast grave doubts upon his/her potential capacities as a physician.

Classification of Students

In the School of Medicine, students are classified as first year, second year, third year or fourth year.

Criteria for Promotion and Graduation

The material presented here is an abstract of the material described in full detail in the publication entitled **Promotion and Graduation, Policies and Procedures, Handbook for Students and Faculty**. A copy of this is provided to each student and faculty member.

I. Required Courses

A. Standards of Academic Performance

In order to be promoted or graduated, a student must have a grade of C or better in every required course. (See IV. for interpretation of letter grades.)

B. Remedial Work for Academically Deficient Students

1. Upon the basis of the student's academic performance and after the evaluation of possible mitigating circumstances the Promotions Class Committee shall recommend for an academically deficient student remedial work, repetition of all or part of the year, or appropriate combinations of remediation and repetition of deficient courses. As defined below, a student may be recommended for dismissal for sufficient cause.
2. An unsatisfactory (D) or failing (F) grade in a required course shall be changed to a pass-

ing grade upon successful completion of remedial work. A student may not begin the Phase III curriculum unless all Phase I and Phase II required courses have been passed at a satisfactory level (C or better).

3. The nature of remediation shall be determined by the specific department(s) involved, insofar as the remediation does not interfere with the required coursework.

C. Evaluation of Unsatisfactory and Failing Grades in Phase I and Phase II Curriculum

1. During the first year (Phase I) and second year (Phase II) the academic performance of each student shall be evaluated by the Promotions Class Committee periodically. Unless extenuating circumstances are presented which justify another course of action by the Class Committee, a student shall be recommended for dismissal if at any time during the academic year:
 - a. The student receives course grades of F (failing) which represent more than 35% of the class hours scheduled for the academic year.
 - b. The student receives course grades of D (unsatisfactory) which represent more than 50% of the class hours scheduled for the academic year.
 - c. The student receives course grades of F (less than 35%) and D which together represent 50% or more of the class hours scheduled for courses in the academic year.
2. Students who experience moderate academic difficulty (less than that defined above (in C-1, a-c) may be offered an optional, expanded curriculum which provides a maximum of three years to successfully complete the first two years (Phase I and Phase III) of the preclinical curriculum.
 - a. While pursuing the lighter academic load of the expanded program, it is assumed that a student's academic performance should give evidence of marked improvements; that is, course work should be performed at a level of C or better.
 - b. If after entering the expanded program a student receives grades of D or F in required courses, which together with any such previous unremediated grades received meet the criteria for dismissal (stated in C-1, above) he/she may be recommended for dismissal.

D. Phase III

In Phase III, in the case of a required clerkship

where it is possible to repeat the course without repeating the entire year, an F must be removed by repeating the clerkship (even if less than 10% of year's work).

II. Electives

- A. At the end of Phases I, II, and III, a student must have a grade of C or better in each elective course taken to satisfy the prescribed number of elective hours required for the phase in which the student was enrolled. A grade recorded as "pass" is equivalent to a C or better.
- B. If a student receives a grade of D or F or "fail" in an elective and does not repeat the elective nor do remedial work to raise the grade, the student will receive no credit for the elective. The student shall have to take additional elective work and pass it with a grade of at least C or "pass" in order to satisfy the prescribed number of elective hours.
- C. For graduation a student must have a cumulative (or total) elective average for Phases I, II, and III of C or better based on all elective grades (both passing and failing grades). The total elective average is an internal calculation and does not become part of the student's permanent record. Calculation of a total elective grade for Phase I, II, and III before graduation shall be necessary only for students with elective grades of D or F on their record.

III. National Board of Examination Requirements, Parts I and II

- A. A student must satisfy requirements for the National Board Examination, Parts I and II, for 1 and 2 listed below:
 1. Promotion from Phase II to Phase III — Part I
 2. Graduation — Part II
- B. See Section "Requirements for National Board Examination"

IV. Interpretation of Grades

- A. Outstanding — Superior performance.
- B. Good — Commendable performance, work of good quality.
- C. Satisfactory — Acceptable performance, a definitely passing grade with no reservation.
- D. Marginal — A grade that indicates this student has not met the minimal performance in this area and that additional experience and demonstration of learning shall be required if this subject is specifically required for graduation.
- F. Not passing — Failing and unsatisfactory work.

V. Early Graduation

A. **Application.** A student who completes Phase III before the end of the academic year may apply for early graduation. Application must be made both to the Registrar and Associate Dean for Curriculum at least six (6) months prior to the requested date of

graduation. A period of two weeks is needed to obtain grades after completion of academic work before certification of graduation can be furnished by the Registrar's Office.

B. **Effective Date.** After approval by the appropriate committee and recommendation for graduation by the Faculty, a student may receive the Doctor of Medicine Degree with the effective date being that date when all requirements for graduation were completed.

Other Programs and Administrative Procedures

Student Responsibilities & Judicial Procedures

Student discipline at the college is the responsibility of the president and his administrative staff. Students will be liable for disciplinary action should they fail to act in a manner of credit to themselves, the college and the medical profession.

Honor System

Every medical student is expected to maintain a high degree of personal integrity and honor, not only during his years on the campus, but also throughout his practice as a physician. In recognition of this obligation, each student is expected to subscribe to an honor code established by the students of previous years. The Honor Court is composed of twelve regularly enrolled students, with four members from each of the fourth, third, and second year classes. A copy of the Honor Code is distributed to freshmen during orientation.

Student Affairs Committee

The Student Affairs Committee of the School of Medicine acts as an advisory committee to the dean of students and faculty relations. The committee consists of the chairman, nominated and appointed in accordance with the policies for general faculty committees; one faculty member elected by the students for each of the four classes; associate dean for students, ex officio and; director of student affairs, ex officio. Student members include the president of each class, the president of the Student American Medical Association and the School of Medicine representative to Organization of Student Representatives of the AAMC.

Alpha Omega Alpha

A chapter of this honorary scholastic fraternity in medicine was established at the college in 1926. Each year students of the third and fourth year classes are nominated on the basis of both peer and faculty recommendations and academic excellence. Elections are held by active members of the chapter.

Special Programs

Guest Lecturers

Throughout the year, distinguished physicians and scientists from other schools and from overseas visit the various departments of the Medical College of Georgia and participate in departmental teaching programs.

Distinguished lecturers address the whole school each year.

In addition, the following special lectureships are held: (1) The Aaron Brown Memorial Lecture, sponsored by Phi Delta Epsilon Fraternity; (2) The Alpha Omega Alpha Honor Fraternity sponsors two lectures annually (Student Honors Day occurs with the spring lecture); (3) The Sydenstricker Lecture, in honor of the late Dr. Virgil P. Sydenstricker, a distinguished member of the faculty for many years, sponsored by the Student American Medical Association.

Research Fellowships

The Medical College of Georgia has a limited number of summer research fellowships in which students work closely with faculty investigators on specific problems.

This is an elective, but an important component of the students' educational experience, allowing them to participate in research and to develop an understanding of the methods, philosophies and problems involved.

Interested students should contact departments directly.

Affiliated Hospitals Program

The School of Medicine has developed a number of affiliations with community hospitals around the State of Georgia. These affiliations are aimed primarily at widening the educational experiences of our students by providing them with educational opportunities in general medicine and in the specialty fields at the affiliated community hospitals. By participating in these training programs the students will gain experience, insight, and perspective into the practice of high

quality medical care as it exists in private practice and in these community hospitals.

The required clerkships in clinical medicine are organized to make optimal use of the clinical facilities in the Augusta area. These clerkships accordingly are situated in the teaching hospital, the University Hospital (city-county hospital), the Veteran's Administration Medical Center and the Georgia Regional Hospital.

Elective programs in community hospitals and the family practice preceptorships are available to students who have completed the nine months of required clerkships in the Phase III Curriculum. A total of three months of elective training may be spent in community hospitals or off-campus preceptorships. Electives are available in Savannah at the Memorial Medical Center; in Columbus at the Medical Center; the Medical Center of Central Georgia in Macon; and the county hospitals located throughout the state. In Augusta, electives are available at the University Hospital, at the Dwight David Eisenhower Memorial Medical Center, and the Veteran's Hospitals.

Postdoctoral Training Programs

The college has internship and residency programs which have been approved by the Council on Medical Education and Hospitals of the American Medical Association. The teaching hospital of the college, Talmadge Memorial Hospital, is the parent hospital for these programs, but integration and/or affiliation with the University Hospital, Augusta; the Veteran's Administration Hospitals, Augusta; Memorial Hospital, Savannah; Georgia Regional Hospital, Augusta, and the Medical Center of Central Georgia, Macon, may be included. A brief outline of the various training programs is given below. Applicants seeking residency training should apply directly to the department chairman or to the director of Hospital and Clinics.

Internships

Internal Medicine

Straight medical internships are available which are designed as the first post-graduate year of training toward Board certification in internal medicine. Interns rotate through the Talmadge Memorial Hospital which is a subspecialty referral hospital, the University Hospital which serves the local indigent patient population, and the Veteran's Administration Hospital. Thus the intern has a broad experience in the management of a variety of diseases in different patient populations. An important responsibility of the intern is his or her role in the teaching of medical students and other paramedical personnel. This responsibility along with the re-

sponsibilities for patient care prepare the intern for advanced scholarship in the clinical skills of diagnosis and management of those diseases falling within the realm of internal medicine.

Obstetrics and Gynecology

The description of this internship has been changed as follows:

Five internships are offered by the department of Obstetrics and Gynecology. These constitute the first year of our four-year program leading to Board eligibility in obstetrics and gynecology. The intern spends six months on obstetrics and gynecology, four months on medicine, one month in the emergency room and one month in the neonatal intensive care nursery.

Pathology

The straight internship in pathology is offered to recent graduates whether or not they have decided about later training. The intern's experience is like that of a first-year resident. His study of human disease is excellent preparation for any clinical field. If he decides to continue in pathology, it is a year saved that can be spent later in special research training. An elective in one of the clinical disciplines may be arranged. The internship program is in the Medical College teaching hospital and may include elected periods in the Medical College affiliated University Hospital.

Pediatrics

Seven PL-1 positions are offered each year. The year is spent on the Pediatrics Inpatient, Newborn Services and Outpatient Clinics at Talmadge Hospital and the Emergency Room of University Hospital. In addition, the house officer rotates through Pediatric Surgery, Infectious Diseases, and Adolescent Medicine.

Surgery

Ten straight internships in surgery are offered. These ten internships in the General Surgery "core" rotations include positions for those graduate trainees who have career goals in the specialties of thoracic surgery, neurosurgery, orthopedic surgery, plastic surgery, urology and otolaryngology as well as in general surgery.

The "core" program is based on a philosophy that surgery is a "discipline of medicine" and that surgeons should be "internists who operate."

Rotations include general surgery, emergency medicine, acute cardiology, respiratory care, and elective time in a broad spectrum of disciplines.

Flexible Internships

The flexible internship is primarily intended for those individuals who have not decided upon a residency

program or whose training needs are not best provided by a single departmental program. It allows maximum latitude of choice in the content of the first postgraduate year of training since the only specific requirements are four months of internal medicine and one month of emergency room. Such latitude will require special counseling for each applicant to ensure that the program selected best suits his long range plans. As such, the flexible internship fulfills requirements for Georgia State Licensure and will allow adequate preparation for entry into any of the residency programs of the Medical College.

Residencies

Anesthesiology

In conformance with the continuum in anesthesiology specialty training as promulgated by the AMA and the ABA, this department offers two programs for specialty training in anesthesiology.

1. a. A basic year of training with rotations on other specialties and subspecialties such as medicine, pediatrics, emergency room, cardiology, etc.
- b. Two years of clinical anesthesiology. This time would be spent in the O.R., respiratory therapy, intensive care, obstetrics, etc., covering the usual range of clinical anesthesiological experience.

For the M.D. coming directly from medical school into anesthesiology, the (a) and (b) mix can be arranged in any fashion to fit the needs and desires of the candidate and departmental chairman. That is, six months of (a), followed by two years of (b), and finally six months of (a), or any other combination could be followed.

For the M.D. coming into anesthesiology from practice or other areas of medicine, the (a) requirements could be satisfied by one year of satisfactory rotation in other specialties prior to admittance into the anesthesiology program.

2. A four year program consisting of (a) and (b) above plus (c), one year of optional training in an area of research, in clinical anesthesia that is more advanced and specialized than the usual experience gained during the 24 months of clinical anesthesia, or in a basic science or a clinical discipline other than anesthesiology.

Dermatology

The residency training program in dermatology is for three years with emphasis on both clinical and basic scientific aspects of cutaneous medicine. Patients are seen in outpatient clinics at the Talmadge, University, and Veteran's Administration Hospitals. There are ten inpatient beds at the Talmadge Hospital

and beds are available at the V.A. Hospital on a "need basis." Training is graduated, with increased responsibility in the care of patients accruing throughout the program. Regular weekly conferences include dermatology grand rounds, histopathology conference, basic science seminar, journal club and didactic conferences. In order to develop the critical capacity necessary to evaluate advances in dermatology, residents rotate through the research laboratories for periods of two to twelve months full-time during their training and are required to complete a clinical or laboratory research project during the three year training period.

Family Practice

The Department of Family Practice in the School of Medicine was established July of 1972. Resident and student training programs became operational July of 1973.

Objectives of this department are: (1) to educate and train physicians in the specialty of family medicine; (2) to equip them with the knowledge and skills necessary to provide high quality, continuous, comprehensive, personalized care to individual family members and to the family unit as a whole; (3) to orient training not only to the care of the ill but also in health maintenance and disease prevention; (4) to function as a leader of the health team which focuses on the family as the basic unit of society, emphasizing continuous, comprehensive care; (5) to emphasize the recognition and understanding of sociobehavior problems in health and disease in the context of the family unit; (6) to stimulate the interest and involvement in clinical research evaluation and peer review of the medical care process, and a search for improved methods of health care delivery; (7) to emphasize the importance of continuing education for all physicians.

Training is centered in and around the Family Practice Center (Model Family Practitioner's Office). Here medical students, physician's assistant students, nursing students, residents in family practice and others participate in delivery of health care to families and their individual members.

As they progress through their three years of training, residents in family medicine spend an increasing portion of their time in the Family Practice Center, increasing the number of families under their care. Associated with this training they receive specific training in internal medicine, pediatrics, surgery, obstetrics and gynecology, psychiatry, dermatology, surgery, orthopedics, emergency room care and other specialties and subspecialties.

Internal Medicine

A complete post-graduate training program in internal medicine and its subspecialties is offered; all of the training required for qualification for the American

Board of Internal Medicine and each of the Subspecialty Boards can be obtained. The internship and residency program is integrated with the University Hospital and the Veteran's Administration Hospital. Fellowships are available in cardiology, cardiovascular research, hematology, infectious diseases, endocrinology and metabolism, gastroenterology, renal diseases, rheumatology, pulmonary disease, clinical nutrition and medical oncology. Teaching rounds and conferences are held daily for house officers and students.

Neurology

A fully approved three year residency in neurology combines the facilities of Talmadge, University and Augusta VA hospitals. The first year is spent on the wards and in the clinics, with a rotation on neurosurgery. The second year consists of pediatric neurology, and rotations of neuroradiology and neuropathology. The final year as a senior resident offers a wide choice of electives, including opportunities in neuropsychology, neurophysiology, neurochemistry, EEG, EMG, etc. The resident may participate in the community outreach programs sponsored by the Department of Neurology.

The goal of the neurology residency program is to train clinically competent neurologists who will be equipped to make an original contribution to the knowledge of the nervous system, in either an academic setting or in clinical practice. Three residents are accepted each year.

A training program in pediatric neurology is offered under the joint auspices of pediatrics and neurology, and supervised by three full-time faculty members of the section of pediatric neurology. Two types of programs are offered: one year of fellowship (PL3) or a 5 year program (including internship) combining pediatric, adult neurology and pediatric neurology training which meets the specialty board requirements.

Obstetrics and Gynecology

A parallel four-year residency program leading to Board eligibility is offered. The first year is described under Internships and during the subsequent three years, in addition to general obstetrics and gynecology, the resident gains experience in reproductive endocrinology, maternal-fetal medicine, gynecologic-oncology, family planning, gyn-surgical pathology and obstetrical anesthesia. The program utilizes both Talmadge and University Hospitals. The residency is academically oriented and house staff participate in student teaching and research.

Ophthalmology

A three year residency program in ophthalmology is offered with training at the teaching hospital with rotations at University Hospital and the Veteran's Adminis-

tration Hospital. Training in all types of ophthalmic surgery is included. A basic science course in ophthalmology is part of the residency program.

Pathology

The training program offers one year of internship and up to five years of residency. The resident physician participates in the student teaching program, in the department's autopsy, surgical pathological and clinical pathological services; periods of part-time or full-time research are available to those who want them. Places are available to persons preparing for academic pathology or the practice of pathology, and to those who may desire a year or more of training in pathology in preparation for another discipline. Individualized programs that satisfy Board requirements, and the individual's career goals are arranged in the Medical College teaching hospital and may include elected periods in the Medical College affiliated University Hospital.

Pediatrics

The Pediatric residency is of three years duration which fulfills the requirements for Board eligibility. Fellowship training is available in the following subspecialty areas of Pediatrics: Allergy/Immunology, Cardiology, Infectious Disease, Neonatology, and Neurology.

Psychiatry

The department has a fully approved three year residency program in psychiatry. In addition, the department offers Categorical first post graduate year training in cooperation with the Departments of Family Practice, Medicine and Pediatrics. Detailed information about the program may be obtained on request.

Diagnostic Radiology

A four year residency in general diagnostic radiology is offered. The first year may be spent in a flexible program or as a straight first year residency of another program. Three years are spent with four month rotations in neuroradiology, nuclear medicine, special procedures, pediatric radiology and 20 months in general diagnostic radiology. Emphasis is on progressive independence of the resident as his foundation is strengthened. There are 50,000 exams per year in the present facility of all varieties. During 1975, an outpatient section was opened.

Radiation Oncology

A four year approved residency program is available. The first year is spent in a flexible first year program or a straight program of another specialty. During the three years experience is gained in treatment planning, the basic physics of radiation oncology, its radiobiological

effects and the use of various modalities of treatment as it relates to the general problem of oncology. The use of apparatus of different energies is utilized in the program. An area radiation therapy program greatly strengthens the variety of patients treated. Eight hundred new patients are treated each year.

General Surgery

This is an integrated program which includes rotations through Talmadge Hospital (referred surgery), University Hospital (trauma and referred) and the Veteran's Administration Hospital. The program is four or five years in length following the internship. The length of the five year time tract is designed for those who wish to pursue a career in academic surgery and requires a year of research experience. Laboratory experience is not required in the four year program.

Five residents are trained at each level beyond the internship. The program is not pyramidal. Competent performance is essential for reappointment. The program is based on a philosophy that surgery is a discipline of medicine and that surgeons are "internists who operate." Anatomy, physiology, and biochemistry and the correlation of basic science in clinical problems is constantly stressed in a wide variety of daily rounds, teaching conferences and in grand rounds.

Neurosurgery

This is a five year training program with a prerequisite of one year internship of choice and one year general surgery or one straight surgical internship. Five residents are accepted. Training includes clinical neurosurgery and microsurgery supplemented by on-service participation in neuroradiology and weekly conferences in neuropathology and off-service experiences in clinical neurology and combined neuroanatomy and neurophysiology as well as basic research. The teaching hospital, the University and Veteran's Administration Hospitals participate in the training program. By special arrangement, the residents may receive graduate school credit while actively pursuing the neurosurgical residency.

Orthopedic Surgery

The orthopedic program is a four year program which includes a period in the first year in general surgery. Experience and increasing responsibility is provided in the program in the basic science of orthopedics, fractures, children's and adult orthopedics, and reconstructive surgery. Affiliation with the Veteran's and University Hospitals is included. Long-term observation and comprehensive care are emphasized. Three residents are appointed each year.

Otolaryngology

The Division of Otolaryngology offers an approved

residency training program. A prerequisite of one year post-graduate surgical training is required. The actual otolaryngology training is three years in duration and the rotations include the Talmadge Memorial Hospital, Veteran's Administration, and University Hospital. Emphasis is placed on a broad background to include a basic science course and adequate clinical exposure to otology, bronchoesophagology, maxillofacial trauma, and head and neck surgery.

Plastic and Reconstructive Surgery

The overall program is planned to comprise two and one-half years including a six-month Hand Fellowship in Louisville, Kentucky with Dr. Harold Kleinert. Qualifications for residency include completion of three years of general surgical training or the equivalent, high moral and ethical standards and the recommendation from previous training programs.

The primary objective of the Division of Plastic and Reconstructive Surgery is to provide quality instruction and clinical material for general plastic surgical training. This broad-based program will be structured to offer didactic and clinical application in the basic understanding of wound healing, tissue transplantation, metabolic and genetic alteration and specific surgical techniques during the early phase of training with graded clinical responsibility in the latter years. Specific areas of interest will include the cleft lip-palate, craniofacial anomalies, diagnosis and management of congenital hand anomalies and hand injuries, acute burn therapy and reconstruction, ablation of head and neck tumors and reconstruction, and cosmetic surgery.

Rotation schedules will begin at Talmadge Hospital for six months and follow for the second six month period at University Hospital or at the Veteran's Hospital. The second year of training will begin with a six month Hand Fellowship in Louisville, Kentucky, under the direction of Dr. Harold Kleinert. This program provides one of the most inclusive exposures to hand surgery available. The chief year is one of application of principles, both in the operating room and in primary patient responsibility. The final six months will be spent at Talmadge Hospital.

Thoracic Surgery

This is a two or three year program. Prerequisites include internship and four years of general surgery residency (with chief residency) training primarily in the teaching hospital with rotations through Memorial Hospital, Savannah, Ga., and Veteran's Administration Hospital, Augusta. Four residents are accepted.

Urology

A three year program is offered with prerequisites of one year internship and one year in a field basic to

urology (usually a year in general surgery). It is served in the teaching hospital and at the Veteran's Administration Hospital. Six residents are accepted.

Continuing Medical Education

The objective of continuing education is to preserve and increase professional knowledge and competence throughout the entire career of professional health workers. The program of Continuing Medical Education in close cooperation with the departments in the School of Medicine and with the Division of Continuing Education has the responsibility for developing and presenting educational activities to assist professional health workers in maintenance and further development of their skills.

Types of Courses

1. **Campus Symposia**
Numerous courses lasting from one to five days are presented each year.
2. **Physician's Continuing Education Series**
In several cities throughout Georgia a series of one day medical symposia are presented each year.
3. **Intermittent Courses**
Each session of these courses usually last a few hours, and sessions are held at specified times over a period of months.
4. **Special Technique Workshops**
Workshops in laboratory, diagnostic and therapeutic procedures offer enrollees an opportunity to obtain practical experience.
5. **Clinical Traineeships**
Experience in wards or laboratories for periods of one week or longer is offered by special arrangement with the chairman of the department concerned and the Division of Continuing Education.

Program Announcements

Prior to each course, brochures describing the topics, faculty, meeting place, time, and registration fees are mailed to the group for whom the course was developed.

Credits

Instruction presented in this program is not designed to give credit toward specialty qualification or academic degrees. However, a record of attendance is maintained for the benefit of those individuals who attend these courses, and continuing education units (C.E.U.'s) are awarded for most courses.

The program of Continuing Medical Education is accredited by the Council on Medical Education of the American Medical Association, and physician's atten-

dance at most courses is acceptable for credit toward the Physician's Recognition Award of the American Medical Association.

Attention is given to the requirements of the American Academy of Family Practice, and attendance at most courses is accepted for credit by the Academy.

Fees

The enrollment fees for continuing education courses are listed separately for each course and are based on guest faculty participation, hours of instruction, and equipment required.

Residents, interns, medical students, and college faculty may attend most courses without fees. Certain courses are restricted and have limited enrollment.

Course Descriptions

Note: Courses numbered 500-599 are open to medical students only.

Where appropriate, course lecture-lab-credit hours are designated, e.g. (4-2-5 hours).

Interdepartmental

ITD 501. Clinical Endocrinology and Reproduction.

This two-month elective will be an interdepartmental and interdisciplinary elective program with the participation of the Departments of Endocrinology, Medicine and Obstetrics and Gynecology.

The entire group of students will have presentation and review of essential core material for one to two hours, three times a week. This will include appropriate case presentations and participation in interdepartmental endocrine rounds.

ITD 502. Basic Clerkship in Pediatric Neurology.

The student will be exposed to common pediatric neurological problems which include the differential diagnosis of CNS metabolic disorders, mental retardation, birth defects, learning disorders and neuro-muscular problems. The student will manage patients admitted to the Pediatric Neurology Service at Talmadge Memorial Hospital, answer consultation requests from other services and attend Pediatric Neurology clinics. Regular daily bedside teaching rounds will be held as well as scheduled preceptor-student sessions with a full-time faculty member. There is also considerable flexibility in the program depending on the student's past experience.

ITD 503. Advanced Clerkship in Pediatric Neurology.

ITD 504. Advanced Clerkship in Pediatric Neurology.

The activities in this elective are similar to those in the Basic Clerkship in Pediatric Neurology except that there is more flexibility and more opportunity for an in-depth experience in Pediatric Neurology. Whereas ITD 502 is located at Talmadge Memorial Hospital only, the advanced clerkships will offer

considerable experience at the University and Gracewood Hospitals as well as considerable opportunity for clinical and basic library research.

ITD 530. Endocrinology, Reproduction and Population.

(4-2-6 hours)

The course provides the student the basic anatomy, biochemistry and physiology of the endocrine glands at a level that reinforces the introduction in Phase I and correlates the basic science principles in normal human physiology and endocrine diseases. After an introduction to the endocrine systems the course covers normal and abnormal development of secondary sex characteristics and puberty in the male and female, conception, contraception, pregnancy, labor, delivery and the neonate in utero and shortly after birth. The course then moves on to world population dynamics and that of the United States and current and future approaches to population control. Departments of Medicine and Endocrinology participate.

ITD 550. Neuroscience.

(7-4-9 hours)

Prerequisite: First year standing in School of Medicine

An integrated course covering the structure and function of the human nervous system, including an introduction to clinical applications. The departments of Anatomy, Cell and Molecular Biology, Neurology, Physiology, and the Division of Neurosurgery participate.

ITD 540. Introduction to Clinical Medicine.

This course is designed to introduce the student to selected topics in medicine, pediatrics, surgery, obstetrics and gynecology. Emphasis is placed relating pathophysiological and biochemical abnormalities of disease processes to the clinical signs and symptoms of the disease.

ITD 560. Physical Diagnosis (Phase I)

This course imparts to the first year medical student the skills for performing a routine physical examination. It then enables the student to apply these skills in a patient contact experience. The course also allows the first year student to inter-relate with medical students who are in their clinical years, thereby providing a very relevant introduction to the clinical setting.

ITD 570. Physical Diagnosis (Phase II)

Conducted in the hospital setting with students assigned in small groups to individual faculty members, this course prepares the student for the clerkships of the clinical phase of medical school. It does so by amplifying the physical examination skills acquired in the Phase I Physical Diagnosis course and directs these skills toward the detection of abnormal findings. Moreover, the course emphasizes the skills of patient interviewing and history-taking.

ITD 575. Infectious Diseases.

This course is designed to compliment the Freshman Microbiology course, and is presented mainly by the Departments of Medicine and Pediatrics with assistance by Dermatology, Urology and Orthopedics as well. Infections are discussed by a systems approach, with emphasis on prevention, host-parasite interactions, diagnosis and management. The course consists of both lecture and case-laboratory presentations.

Anatomy

D. Bockman, Chairman; M. Barrett, G. Colborn, T. Gale, R. Holt, M. Kirby, D. Lause, T. McDonald, J. McKenzie, P. Moore, W. Paull, T. Rosenquist, D. Sickles, P. Sohal, J. Tischfield, T. Weidman, D. Welter.

ANM 300. Histology. (5 hours)
(Open only to students in the summer program for minority students)

A lecture and laboratory course on the microanatomy of cells, tissues and organs. Lectures are concerned with the cellular structure of the major organs of the body in relation to the function of the organs. In laboratory the students interpret electron micrographs and use the light microscope to study: 1) the major tissues of the body, 2) the major organs of the body, and 3) important parts of the organs. Students receive at least three examinations, in addition to several quizzes, on the students' proficiency in the material covered in lectures, laboratories and the textbook.

ANM 310. Survey of Human Anatomy. (5-0-5 hours) (Fall)

The elements of human gross, histological, and developmental anatomy with an introduction to the anatomy of the major organ systems of the body.

ANM 330. Basic Gross Anatomy. (3-8-7 hours) (Fall)

This is an in-depth study of the structures of the human body. The laboratory exercise consists of dissection of the human cadaver, study of models, and examination of X-rays.

ANM 331. Basic Neuroanatomy. (3-6-6 hours) (Winter)

This is an in-depth study of central nervous system structures and the components of peripheral nerves. The laboratory exercise consists of dissection of the human brain and spinal cord, the use of Kodachrome slides of nervous structures, and mounted sections of brain tissue.

ANM 550. Medical Gross Anatomy. (4-12-10 hours) (Fall and Winter)

A lecture and laboratory course which includes dissection of the human body.

ANM 552. Medical Embryology. (3-0-3 hours) (Fall)

A study of the fundamental principles of mammalian embryonic development. Subject matter includes germ cell formation, fertilization, implantation, placenta, and morphogenesis of the various organ systems.

ANM 553. Medical Histology. (2-6-5 hours) (Fall)

A study of the cells, tissues, and organs of man as related to their function.

ITD 550. Neuroscience. (6-6-9 hours)

See course description under Interdepartmental Courses.

Additional courses are listed under the School of Graduate Studies.

Anesthesiology

Z. Gramling, Chairman; J. Custy; M. DeVore; S. Fadel; W. Freeman; M. Laslie; H. Osborne; M. Ruiz; J. Williams.

ANS 501. Anesthesiology Four Week Clerkship.

Basic elective which includes pre- and post-anesthetic evaluation; follow-up and management of patients during anesthesia and also in the recovery room; shock — its recognition and management; fundamental considerations and application of cardiovascular resuscitation using a mannequin; inhalation therapy; diagnostic and therapeutic blocks; the use of regional anesthetic drugs; CNS drug overdosage — recognition and management; technical experience in venipuncturing; patient monitoring, endotracheal intubation; fluid and electrolyte management; narcotics and analgesics; and the use of sedatives and hypnotics.

ANS 502. Anesthesiology Research Fellowship. (Special Elective)

Students have an opportunity to gain clinical research experience in the areas of potent analgesics as applied to postoperative pain; blood gas studies in ventilatory and respiratory problems as related to actual anesthesia or in the post-anesthetic period.

ANS 503. Anesthesiology Two Month Clerkship. (Special Elective)

Closely supervised clinical experience in the administration of anesthesia, including spinal, epidural, specific nerve block and field block, depending on the availability of material. The mechanism of endotracheal intubation will be stressed. The experience will be similar to that of a resident just beginning training in anesthesiology. The student will attend all scheduled teaching seminars and conferences.

ANS 504. Anesthesiology Preceptorship. (Special Electives)

ANS 504.A. Anesthesiology Preceptorship. (Special Elective)

Clinical experience in anesthesiology in an off-campus hospital approved by the American Society of Anesthesiologists.

ANS 505. Respiratory Therapy Elective.

Introduction to both theoretical and technical aspects of respiratory therapy, with emphasis on basic physiology as related to the patient's problems and in solving these problems. Ventilators, IPPB, oxygen and aerosol therapy, blood gas interpretation, and pulmonary function studies are among the topics to be covered. In addition to lectures, selected patients will be used to demonstrate actual practical therapeutic aspects of respiratory therapy.

ANS 506. Obstetrics Anesthesia Elective.

Four weeks in obstetrical anesthesia to gain experience in the use of epidural, spinal and other analgesics in the pain relief of labor and delivery. Effect of local anesthetics on labor pain contractions and on fetal heart rate, reading of fetal monitors, and also infant resuscitation technique will be stressed.

Cell and Molecular Biology

T. H. J. Huisman, Chairperson; A. Abdel-Latif; E. Abraham; G. Best; O. Black; G. Brownell; J. Bulkacz; G. Burnett; S. Bustos-Valdes; T. Dirksen; J. Erbland; F. Garver; S. Gelfant; K. Hall; W. Harms; J. Hill; E. Howard; J. Howard; J. Israel; K. Lanclos; D. Lapp; F. Leibach; J. McPherson; C. Nair; A. Reese; C. Roesel; G. Schuster; D. Scott; C. Sharma; R. Shimp; S. Singal; L. Smith; R. Sobel; T. Storning.

CMB 244. Survey of Inorganic and Organic Chemistry. (5-0-5 hours)

Prerequisite: Algebra, may be concurrent with course.

A study of basic chemical laws, theories and principles. The course includes atomic structure, molecular formation and reactions. Organic preparation, nomenclature and reactions of carbon compounds.

CMB 310. Introductory Microbiology. (5-0-5 hours)

An introduction to the nature of microorganisms, medical microbiology and immunology. Content will include morphology, physiology and taxonomy of representative microorganisms; bacteria, fungi and viruses of medical importance and their relation to diseases of man.

CMB 345. Survey of Biochemistry. (5-0-5 hours)

Prerequisite: CMB 244 or equivalent

A study of the chemical principles of living organisms. The course includes the structure of biomolecules, energy yielding processes, energy requiring processes and transfer of genetic information.

CMB 360. Physical Biochemistry. (5 hours)

(Open only to students in the summer program for minority students)

A lecture and laboratory course in the study of the physical methods currently useful in the field of biochemistry.

CMB 501. Disorders of Metabolism.

A student in this elective will study functional and inherited disorders of metabolism and transport. The student's time may be divided among some or all of the following: specific readings in the literature, discussion, study of patients, observations of or participation in laboratory studies.

CMB 550. Medical Biochemistry.

This course consists mainly of lectures explaining the biochemistry of carbohydrates, proteins, lipids, nucleic acids, enzymes, vitamins, etc. Biochemical defects which lead to disease are also explained and a trip to Gracewood State School and Hospital is included. Approximately eight hours of lecture are presented weekly.

CMB 570. Medical Microbiology. (10-0-10 hours)

CMB 571. Medical Microbiology. (4-0-4 hours)

A lecture and laboratory course which considers the characteristics and properties of microorganisms, their role in the disease process and selected aspects of diagnosis and treatment of infectious disease. Eight hours of lecture per week and conferences at periodic intervals.

ITD 550. Neuroscience. (6-6-9 hours)

See course description under Interdepartmental Courses.

Additional courses are listed under the School of Graduate Studies.

Dermatology

J. G. Smith, Chairman; D. Abele; D. Chalker; S. Gelfant; C. Sharma.

DER 501. Dermatology Clinical Clerkship.

One-month clerkship experience on the dermatology service. Students will see inpatients and outpatients at the Talmadge Hospital and also outpatients at dermatology clinics at Fort Gordon, University and VA Hospitals. Students participate in Dermal Pathology Conferences, Journal Clubs, and Basic Sciences Seminars. Supervision will be provided by the full-time staff and clinical faculty of the Department of Dermatology and the dermatology housestaff. Off-campus electives may be arranged with prior approval of the faculty.

Endocrinology

V. B. Mahesh, Chairman; T. Abney; V. Bhalla; E. Bransome; J. R. Byrd; A. Costoff; J. Ellegood; D. Gambrell; R. Greenblatt; C. Hendrich; L. Hendry; F. Leibach; P. McDonough; T. Mills; T. Muldoon.

END 501. Research in Endocrinology.

(Special Elective)

Consists of study of biosynthesis, secretion and metabolism of hormones in health and disease and introduction to research techniques, including cytogenetic techniques in the field of endocrinology.

ITD 501. Clinical Endocrinology and Reproduction.

See course description under Interdepartmental Courses.

ITD 530. Endocrinology, Reproduction and Population.

See course description under Interdepartmental Courses.

Additional courses are listed under the School of Graduate Studies.

Family Practice

J. Calvert, Chairman; M. Arnold; A. Brown; G. Garrison; W. Gullen; J. Hornsby; J. O'Neal; H. O'Rear; J. Palmer; F. Payne; A. Peyton; H. Pinson; G. Poda; R. Pogue; D. Purdy; N. Ramage; W. Revell; T. Sappington; J. Sewell; E. Singletary; I. Streiff; L. Thomas; J. Tollison.

FMP 501. Family Practice and Cardiovascular Disease.

(Preceptorship Special Elective)

This off-campus elective, held in a private practice clinic in Claxton, Ga., provides an opportunity to observe and partici-

pate in a well developed example of Family Practice. This elective can also include activities at the community hospital. As an optional opportunity, students interested in the epidemiology of cardiovascular disease may review the data from the Evans County Cardiovascular Research Project.

FMP 503. Automotive Assistance in the Department of Health Care. (Preceptorship Special Elective)

The purpose of this elective is to give the student the opportunity to develop an overview of automotive assistance as it is used in health care, to work closely with an interdisciplinary group studying these automotive assistance systems, and to participate in operational projects oriented toward specific areas within these information systems. The student will also be given the opportunity to develop projects of personal interest. This elective will be tailored toward the specific interests of each individual student.

FMP 504. Introduction to Group Practice. (Preceptorship Special Elective)

The purpose of this off-campus elective held in Toccoa, Ga., is to provide the student with a personal experience in working with a medium size multispecialty group (18 man) practice in a small city serving primarily a rural population and a better understanding of primary medical care and its relationship to specialty medical care within the setting of a group practice. The student will choose two of the group practice physicians (representing two of the following fields: family practice, internal medicine or pediatrics) and will spend a considerable portion of his time with these two physicians in their daily office practice and hospital rounds. He will become familiar with the patient populations of the two chosen specialists and the working relationships of these two physicians with the other 16 physicians of the multispecialty group. Under supervision the students will share in the responsibility for the diagnosis and treatment of the patients of the chosen physicians, and will follow these patients if they require hospitalization or consultation by other members of the multispecialty group. The student will also spend several evenings each week with the physician on call in the evening clinic session of the multispecialty group and on call with his chosen physicians at the Stephens County Hospital Emergency Room.

FMP 505. Experience in Epidemiology Investigation. (Special Elective)

Students will work closely with the instructors and other staff in conducting on-going epidemiologic investigations. The specific content areas vary and may well involve cancer, medical care delivery, assessment of specific therapies, etc. Appropriate readings and conferences will be included.

FMP 506. Preceptorship — Family Practice. (Preceptorship Special Elective)

This elective will be with a Preceptor that has been carefully screened by the Georgia Federation of Family Practice. The student may choose from among the 20 Preceptors in various communities across the state who are especially interested in teaching and who further have agreed to assist in medical student teaching. These interested Preceptors have undergone some training for their role as a Preceptor. The

purpose of this elective is to give the student an experience in family practice where many patients with undifferentiated problems will be encountered under the supervision of the patient's family physician. The student will join his/her Preceptor on hospital rounds, in office practice, the occasional house call, emergency room visits, and some community activities.

FMP 507. Evaluation of Health Problems and Medical Care—A. (Special Elective)

These seminars are designed to familiarize the students with the basic procedures utilized in valid medical research so that they can evaluate the scientific quality of articles in the journals and more effectively participate in research (if desired) or serve on research advisory committees. The conferences consist primarily of dissection of journal articles and brief outlines of hypothetical research projects designed by the students themselves. The material presented is appropriate to the year of training.

FMP 508. Problem Oriented Family Medical Care—I.

The primary objectives will be to develop skills in history taking and physical examination as well as defining medical and social problems and formation of problem lists. Some time will be spent in discussing medical management for problems. It is anticipated that each student will do a Health Screen Data Base on two or three patients per week. The workup will take place either during the morning or afternoon hours. The rest of the day will be spent in writing up the patient and reading about the various problems. The students will be assigned families and look at the entire family health situation and how certain disease processes affect the family unit. The prerequisites for this elective are successful completion of Phase II.

FMP 509. Problem Oriented Family Medical Care—II.

The objectives of this course are: to expose the medical student to health care delivery in the ambulatory setting of the Family Practice Center; to introduce the medical student to the concepts of continuous, comprehensive, concerned family care and practiced in the ambulatory care, Family Practice Center; to assist the medical student in recognizing and defining patient and family medical and psycho-social problems using the Family Practice Center Health Screen; to assist the medical student in recognizing and defining medical problems of those patients and families seen for immediate care in the Family Practice Center; to assist the medical student in the management of medical care problems commonly encountered in the ambulatory patient setting; and to provide an opportunity for the medical student to understand and deal with the individual's health care problems in the context of the patient's family, job and community. The prerequisites for this elective are successful completion of FMP 508—Problem Oriented Family Medical Care—I.

FMP 513. Problem Oriented Family Medical Care—III. (Preceptorship Special Elective)

The Family Practice Department of Floyd County Hospital proposed to offer a clerkship with an objective of development of skills in history taking and physical examination as

well as defining medical and social problems and formation of problem lists. Time will be spent discussing medical management for problems. Students will do a Health Screen Data Base on three patients per week. Workups will occur either in the morning or afternoon hours. The remaining time of the days will be spent in writing up the patient and reading about the various problems. Students will be assigned families and look at the entire family health situation and how certain disease processes affect the family unit.

**FMP 514. Problem Oriented Family Medical Care—IV.
(Preceptorship Special Elective)**

The objectives of this course are the same as those for FMP 509.

**FMP 515. Evaluation of Health Problems and Medical Care—B.
(Special Elective)**

This experience is designed to familiarize the student with the basic procedures utilized in valid medical research so that he/she can evaluate the scientific quality of articles in the journals and more effectively participate in research (if desired) or serve on research advisory committees. In addition or as an alternative, the experience can be designed to familiarize the student with the nature of community health problems and community health programs and resources. The methods of instruction are potentially quite varied, including (but not necessarily limited to) readings, conferences, dissection of journal articles, construction of brief outlines of a hypothetical research project selected by the student, field trips, conferences with persons directing various community health problems, etc. Not all methods are required for each participant. The particular course content and mode of presentation will be arranged.

**FMP 516. Family Practice Program, Medical Center of Central Georgia.
(Preceptorship Special Elective)**

This elective is with the Family Practice Residency Training Program in Macon, Georgia. The curriculum will include: daily patient responsibility, both in ambulatory and in-patient setting; review and practical guidance in history taking and organization of the history; review and practical guidance in the physical examination and in organization of the presentation of the physical examination; review and practical guidance in the problem oriented medical record; daily didactic groups and individual teaching sessions in traditional medical subjects; daily didactic groups and individual teaching sessions in ambulatory care; and other medical subjects as indicated by the individual's strengths and weaknesses.

**FMP 518. The Geriatric Patient in the Nursing Home.
(Special Elective)**

The purpose of this rotation is to expose the student to the wide variety of medical, social, psychiatric and institutionally related problems commonly encountered by the primary care physician in the nursing home that frequently results from the aging process. He will be given a panel of patients to follow and will work under the close supervision of the attending physicians. The student will attend daily teaching rounds,

participate in weekly team-oriented patient care conferences, and through appropriate readings and didactic sessions with the staff, become acquainted with the currently acceptable diagnostic and therapeutic regimens. By the time he has completed this elective the student will have become familiar with a number of geriatric related problems and an approach to these problems in the nursing home environment.

**FMP 519. Multidisciplinary Preceptorship — Family Practice.
(Special Elective)**

This elective is primarily family practice, but offers multidisciplinary experience with physicians in other specialties. Students will spend two weeks minimum with a family physician, then elect to spend additional time in radiology, urology, surgery, ophthalmology, orthopedics or pathology. The student will spend his time with the doctors in their office, hospital or emergency room. The student will also be exposed to community activities.

The student will be furnished an apartment (2 bedrooms), meals at Upson County Hospital, mileage to and from Augusta (twice), and a \$50.00 stipend paid by the Georgia Academy of Family Physicians.

(Participation in this elective must be arranged through and approved by the Department of Family Practice and the Director of this program. Contact Medical Students Curriculum Coordinator, Department of Family Practice Ex. 3157.)

Humanities

R. Moores, Chairman; R. Martin; Father D. Munn.

HUM 501. Human Sexuality.

An interdisciplinary course designed to aid the student to better understand the sexual problems arising in medical practice. Content of the course includes medical, ethical, and psychosocial aspects of normal and abnormal sexuality. Instruction consists of conferences, selected readings and a special project in the areas of most interest to the student.

HUM 502. Death and Dying.

The course will include readings in the meaning of death, patient and physician reactions to death, as well as patient interviews and instruction in the care of the dying patient.

HUM 503. Religious Thought and Psychiatric Theory.

To investigate culturally and philosophically the influence of mysticism and religious practices on the psychological development of the individual.

HUM 504. Religion and Medicine.

An opportunity will be provided for the student to investigate various aspects of religious faith and practice as they relate to the practitioner, the patient and the delivery of health care in our society. The specific focus of the course will be decided in terms of the student's needs and interests.

HUM 505. Special Electives for Individuals may be Arranged.

HUM 506. Philosophy and Medicine.

The course will investigate the philosophical structure, methodologies and basic presuppositions of medical research and practice. Examples of alternative topics to be examined might include Empiricism and Clinical Awareness, the Scientific Community and the Validity of Research, the Historical Development of the Science of Medicine, the Logic of the Scientific Method, Fact and Faith in the Scientific Worldview, and/or others of interest to student and instructor. Methods of instruction will include readings, vigorous discussion and optional camping field-trips.

HUM 507. Ethical Issues in Medicine.

Participants will explore some of the most significant and interesting problems arising out of the practice of medicine using the tools of ethical analysis. The selection of specific issues will depend upon the mutual discretion of student and instructor. Examples might include such general topics as informal consent, human experimentations, reproduction, the patient-physician contract, health care distribution, organ transplantation, care of the dying, and so forth. The course will consist of cooperative research in library and clinical settings.

HUM 550. Humanities. (2-0-2 hours)

This course is designed to bring to the attention of the medical student several important areas of concern to the physician which are not dealt with in the scientific curriculum. Issues such as the relationship between medicine and law; religion and philosophy; bio-medical ethics; death, dying and grief are some of the areas covered.

Medicine

Paul D. Webster, III, Chairman; A. Abdulla; D. Abele; H. Althisar; R. Assad; J. Bailey; E. Berg; O. Black; J. Blacklock; R. Boger; J. Boineau; E. Bransome; C. Brockus; W. Brown; L. Brubaker; C. Butler; D. Cabaniss; M. Canedo; A. Carr; M. J. Carter; R. Caruana; B. Chang; B. Chaudhary; W. Chew; E. Cook; R. Cormier; P. Cundey; A. Dennis; D. Dunlap; L. Ellison; J. Elms; G. Faguet; D. Feldman; E. Feldman; J. Fisher; M. Frank; G. Garrison; J. Ginsburg; T. Gongaware; M. Gottlieb; J. Griffin; G. Harrison; L. Hendry; J. Holsinger; J. Hudson; T. Huff; T. Huisman; R. Kauffman; H. Killam; Z. Kilpatrick; C. King; G. King; R. Kolbeck; T. Kuske; F. Lenz; J. Lewis; R. Little; F. Livingston; D. Loeb; M. Logan; A. Lorch; C. Lutcher; J. Lyon; H. Mealing; H. Middleton; P. Milner; V. Moore; R. Moores; M. Morgan; E. Mucha; O. Mulligan; D. Munn; M. Page; F. Parrott; R. Patton; K. Reeves; J. Rissing; F. Rivas; A. Rodriguez; B. Rucker; B. Schieman; R. Schuessler; S. Shlaer; M. Singh; E. Singletary; J. Smith; L. Smith; D. Spearman; W. Speir; M. Stefadourous; C. Stephenson; J. Stringfield; H. Sussman; F. Tedesco; L. Thomas; J. Tyler; J. Vansant; J. Waller; R. Weinstein; A. Witham; C. S. Wright.

MED 500. Basic Clerkship in Medicine.

A three-month medical clerkship intended to provide a basic grounding for clinical medicine. It is organized to help

students learn to obtain and evaluate information regarding patients by participating in the health care team. The clerkship emphasizes basic approaches to solving problems presented by illness, particularly in the realm of internal medicine. Scheduled: June, September, December, March.

An effort is made to have all students experience six weeks of the 12-week rotation at ETMH. The other six weeks will be at the University Hospital or Veterans Administration Hospital. Some students may draw a six-week assignment at: 1) Memorial Medical Center, Savannah, Ga.; 2) Medical Center and St. Francis Hospital, Columbus, Ga.; and 3) Family Practice — MCG. Scheduled June, September, December, and March.

MED 501. Substitute Internship at VA Hospital.**MED 502. Substitute Internship at VA Hospital.**

Students in this elective function as acting interns on the general medicine services and medical out-patient clinic at Veteran's Administration Hospital. Since there is usually an intern on each of the services, the student will alternate patients with the intern and will function as the intern in the initial work-up, treatment and care of these patients. The student will be closely supervised by the resident and faculty physician attending on the service. The substitute will be responsible for planning and instituting the diagnostic work-up and therapeutic program for patients. In addition, will assist in the teaching of junior medical students assigned to his service. In summary, the student will be a substitute intern with as much responsibility as may be delegated under the laws of Georgia.

MED 503. Substitute Internship at University Hospital.

Students will function essentially as interns, except that orders on charts must be countersigned. The student will participate in rounds, conferences, clinics, and ward-work. The clinical faculty of the Department of Medicine serves as the primary faculty for this course.

MED 504. Substitute Internship at Eisenhower Hospital (Fort Gordon).**MED 505. Substitute Internship at Eisenhower Hospital (Fort Gordon).**

The student will participate in rounds, conferences, clinics, and ward-work. The staff of the hospital will serve as faculty for this course. Students will be assigned to the Internal Medicine ward services. A maximum of four students at a time can be assigned to Internal Medicine.

MED 506. Rheumatology.**MED 507. Rheumatology.**

A clinical multi-disciplinary experience in the rheumatic diseases with a basic core of material pertinent to major diseases in this area; experience with consulting and clinical material. Special desires for more defined endeavor by the student will be considered.

MED 508. Hematology.

On completion of the elective the student should have the ability to diagnose and treat the common hematologic disorders. This elective is designed to provide the basics in clinical hematology. It includes in-depth study of the pathophysiology and hematologic disorders and the techniques of obtaining, preparing, and interpreting blood and marrow morphology

are strongly emphasized. A half-day clinic experience each week is arranged to emphasize the diagnosis and therapy of common hematologic disorders.

MED 509. Hematology at VA.

This elective is designed to provide the basics in clinical hematology. It includes in-depth study of the pathophysiology relating to hematologic disorders and the performance, by the student, of basic hematologic procedures. The technique of obtaining, preparing and interpreting blood and marrow morphology is strongly emphasized as is the performance of routine coagulation screening studies, e.g., prothrombin time, partial thromboplastin time, thrombin time, platelet count and fibrin split products. The Coombs test and hemoglobin electrophoresis are demonstrated as points of departure for discussion of blood banking procedures and the hemoglobinopathies. A single half day clinic each week is arranged to emphasize the diagnosis and therapy of hematologic disorders that are commonly encountered by the practicing physician.

MED 510. Sickle Cell Anemia Studies

Purpose: To observe patients with hemoglobin variants in the population in the State of Georgia with special emphasis on Sickle Cell Anemia and related abnormalities.

Description: This will be a joint elective in Sickle Cell Anemia for medical students who will spend half of their time in the Sickle Cell Clinic and will participate in the clinical care of Sickle Cell patients. The laboratory investigation of hemoglobinopathies will also be emphasized. The teaching will include identification and quantitation of the variants. Special attention will be given to the genetic basis for the occurrence of the various abnormalities through the study of family members of affected individuals.

MED 511. Metabolic and Endocrine Research.

Having completed one or two months of the standard elective in Clinical Endocrinology and Reproduction, the student by special arrangement with a section faculty member who will serve as preceptor can undertake a study in clinical or laboratory research directed toward a specific problem in endocrinology. At the same time, the student will participate in rounds, conferences, etc.

MED 512. Nephrology.

Cover clinical nephrology through: Evaluation and treatment of in-patient consultations, twice weekly general seminars, once weekly biopsy conferences, once weekly clinical conference, once weekly uremia conference, once weekly out-patient clinic and out-patient conference. (See MED 536.)

MED 513. Clinical Cardiology.

The concentration is on consultative cardiology and electrocardiographic interpretation. The clinical emphasis is on physical diagnosis of cardiovascular diseases. The students will also have the opportunity of familiarizing themselves with the indications, usefulness, and limitations of special procedures such as echocardiography, phonocardiography, stress testing and vectorcardiography.

MED 514. Cardiology: Clinical Hemodynamics.

Students will have the opportunity to work-up patients admitted for special diagnostic studies with known cardiac problems and improve their physical diagnosis skills. They will help in management decisions and participate in the complete evaluation of these patients. They will assist in the exercise stress testing and interpretation of EKG's, X-rays and pulmonary function tests.

MED 515. Cardiology at Eisenhower Medical Center (Fort Gordon).

This course is designed to provide basic knowledge in the problems of heart disease and its complications. Students will participate in the care of patients in the Intensive Care Unit as well as on medical wards and out-patient service. They will also spend time understanding and reading electrocardiograms, vectorcardiograms, and phonocardiograms.

MED 516. Cardiology at VA.

Time will be spent with emphasis on direct patient care and management based on sound approaches to cardiologic diagnosis. With the exception of writing orders without counter signature, the student taking this elective will in general have the same duties, activities and program as for any assigned to the Cardiologic Service. This includes the fact that on holidays and vacation, the student will operate on a "house staff" schedule rather than on any student vacation schedule which might be issued administratively. The students will have the opportunity to read first-hand electrocardiograms, to obtain and interpret other special procedures as indicated including esophageal electrocardiograms, phonocardiograms and external pulse tracings. If the student desires, he may have the opportunity to read and record vectorcardiographic interpretations. An effort is made in this elective to bridge the gap for the senior medical student between the role as student and the role as an autonomous M.D.

MED 517. Gastroenterology at TMH.

This course is designed to provide an understanding of clinical aspects of diseases of the digestive system, including endoscopy, interpretation of gastrointestinal X-rays, biopsies and laboratory tests. It consists of rounds, conferences and clinics at the Talmadge Hospital.

MED 519. Gastroenterology at VA Hospital.

In this course the student becomes familiar with the approaches to the patient with gastrointestinal and liver problems. He is given the opportunity to observe and participate in specialized instrumentation and laboratory studies that are used in this field. The student has the opportunity to plan patient management under the supervision of faculty members.

MED 520. Medical Chest at TMH.

This course is designed to provide experience in the clinical evaluation of chest diseases. It consists of rounds, clinics and conferences, all spent primarily on patient evaluation and management. Special emphasis is placed on chest X-ray interpretation, pulmonary function testing, the interpretation of arterial blood gas studies, and other selected major topics of pulmonary medicine.

MED 521. Medical Chest VA Hospital.

A primary care elective on a full-service pulmonary medicine service; emphasis on pulmonary pathophysiology and its application to patients care; complete diagnostic and therapeutics available; includes substantial activity within the pulmonary intensive care unit.

MED 522. Infectious Disease.

This course is designed to provide an opportunity for the students to gain experience in the clinical diagnosis and management of patients with infections, interpretation of specimen stains, cultures and sensitivity data and the appropriate use of antibiotics. The elective consists of rounds and conferences at the ETMH, VAH, and Dwight David Eisenhower Army Medical Center (Fort Gordon). On call availability is needed. Students may elect which hospital with preferences honored insofar as possible.

MED 523. Lipid Metabolism and Nutrition.

The elective will provide experience in diagnosis, treatment, and pathophysiology of disorders of clinical nutrition and lipid metabolism via out-patient clinic, consultations, rounds and conferences. A part-time elective in Lipid Clinic may also be arranged. Opportunity is provided for participation in clinical studies of hyperlipidemia and vascular disease and epidemiology of hyperlipidemia.

MED 524. Electronics as Applied to Medicine.

Attempts to give fundamental knowledge of simple electronic circuits. With this as a basis, discussion is offered on application of electronics in cardiology, electrophysiology and biochemistry. Stress is laid on pitfalls and limitations in use of electronic measurements systems.

MED 525. Preceptorship in Internal Medicine.**(Special Elective)**

Clinical preceptorships spent working closely with members of the clinical faculty of the Department of Medicine can be arranged. Each student will accompany the preceptor in his office and hospital functions during the period of the elective.

MED 527. Externship in Medicine and Nephrology.**(Special Elective)**

A preceptorship with emphasis on clinical medicine, nephrology, and dialysis. Doctor's Hospital of Augusta and Augusta Dialysis Center.

MED 528. Off-Campus Elective.**(Special Elective)**

Special arrangements can be made for elective periods of one to two months in the Department of Medicine at other medical schools and teaching institutions. These electives can be spent in general internal medicine or medical subspecialties.

MED 529. Research Elective in Medicine.**(Special Elective)**

Opportunity to participate in research programs being conducted by members of the faculty of the Department of Medicine. A list of projects and preceptors is available in the office of the chairman of the Department of Medicine.

MED 530. College Health.**(Special Elective)**

Out-patient and in-patient diagnosis and treatment of physical and mental health problems in college students at the University of Georgia under the supervision of full-time staff. Regular conferences, reference library; laboratory and X-ray facilities. Allowance is made for living expenses while in Athens.

MED 531. Internal Medicine Clerkship.**(Special Elective)**

Off-campus clerkship in internal medicine including initial contact and work-up of acutely ill patients under supervision of more senior house staff and attending physicians. Attendance at daily teaching rounds, conference and clinics. (The Medical Center, Columbus, Ga.)

MED 532. Advanced Clerkship at Savannah Memorial Hospital.**(Special Elective)**

Advanced medical clerkship in internal medicine. Includes work-up of patients with hospital and clinic attendance on rounds and at conferences. Teaching is done by full-time faculty and practicing physicians.

MED 533. Advanced Clerkship at the Medical Center, Central Georgia.**(Special Elective)**

The student will be assigned to a specific ward where he will see, evaluate and suggest diagnostic and therapeutic regimens on 3 new patients each week under the tutelage of members of the medical staff. He will attend one general practice out-patient clinic and 3 sessions of teaching rounds each week. He will be assigned night duty as any extern every third night. He will be expected to participate in medical grand rounds every Wednesday morning as well as other regularly scheduled medical conferences.

MED 534. Advanced Clerkship at Georgia Baptist Hospital.**(Special Elective)**

The Department of Medicine at Georgia Baptist Hospital in Atlanta, Georgia, offers a clerkship in Internal Medicine for senior students interested in general internal medicine, cardiovascular or pulmonary medicine and gastroenterology. Two clerkships are offered for any given period of time and will involve evaluation and management of patients — both in-patient and out-patient. The program to include conferences, rounds and seminars is under the direction of full-time department physicians in internal medicine.

MED 535. Hypertension and Clinical Pharmacology.

Over 840 patients with a high blood pressure disease are being followed on an out-patient basis. The diseases are varied; around 15% have either renovascular high blood pressure, past pheochromocytoma, endocrine high blood pressure or renal disease. The majority have essential hypertension. This is an opportunity to have an experience with the many medical, social and economical problems encountered when continued control of blood pressure is the goal. High blood pressure is a problem which affects around 10-15% of adult Americans. Physicians have to face this problem and should be able to handle it efficiently and correctly.

MED 536. Nephrology at the VA Hospital.

Experience in clinical nephrology predominantly through evaluation and management of in-patient consultations. Teaching conferences and seminars will be held in conjunction with MED 512. Some of these will be alternated between the two hospitals, others will be based at TMH throughout, but scheduled so as not to conflict with VA activities. Some out-patient experience at VA is planned.

MED 537. Diabetes Camp Elective.

The diabetes camp elective was established in cooperation with the Georgia Diabetes Association. Since 1971 the Georgia Diabetes Association has operated a two-week camp for diabetic children age 9 to 15. The diabetes unit at the Medical College of Georgia provides physician support for the camp, in concert with the Department of Pediatrics, and physicians in the Atlanta area. Students spend the entire two-weeks in residence at the camp (at Waco, Georgia, 4 miles west of Bremen) and actively participate in all aspects of care of the children including general medical care, designing and observing diabetic treatment regimens, and the basic procedure of teaching the patient. The camp provides a unique opportunity for close observation and treatment of juvenile diabetes. Staff includes strong dietary support, diabetes teaching nurse specialists, house staff coverage via Department of Pediatrics, faculty. Didactic sessions will be given before or after the camp, during the other two weeks of the elective. These will cover newer aspects of diabetes etiology, pathophysiology, complications, and treatment. Diabetes and metabolic clinics can be attended at that time.

MED 538. Clinical Cardiology.

The student will serve as an extern to three physicians engaged in the group practice of cardiology. This will involve diagnostic work-up, rounding on hospitalized patients, and training in the use of invasive and non-invasive techniques of patient study including EKG, fluoroscopy, treadmill, echocardiography, external pulse recordings and cardiac catheterizations. An 8 bed coronary care unit is heavily utilized and emergency procedures are stressed. The same self-teaching aids and end of course testing will be used as in MED 513.

MED 539. Clinical Cardiology.

The student will serve as an extern to a partnership of two physicians in the private practice of cardiology. The patient population is heavily weighted toward suspected or real coronary artery disease and there is extensive use of cardiac catheterization, stress tests, and other non-invasive procedures. Students will also assist in the examination of newly referred office patients, management of those in the hospital, and the daily interpretation of electrocardiograms. The self-teaching aids and end-of-course tests as used in MED 513, will be available.

MED 540. Pulmonary Medicine.

A consult service elective featuring the availability of the full gamut of pulmonary diagnostic techniques; emphasis on pathophysiology and its application to patient care; access to the pulmonary intensive care unit guaranteed.

MED 541. Clinical Rotation, Clark-Holder Clinic, LaGrange, Georgia.

To acquaint Senior medical students with medical practice in a rural and semi-rural community.

The Clark-Holder Clinic is a 23 man multispecialty clinic providing care in LaGrange, Georgia. The Clinic has strong representation in medicine, surgery, and family practice. Secondary and tertiary care facilities are provided by a 270 bed general medical-surgical hospital and include invasive and non-invasive cardiology, surgical and radiation oncology.

Medical Students are assigned to a preceptor. The student is expected to see, evaluate and follow 4-8 patients per week. Attendance at teaching conferences at the Thursday morning medicine meeting and medical journal club is encouraged. Individual tutorials are arranged between the preceptor and student.

Stipend: An efficiency apartment is available for student use.

MED 542. Hematology-Oncology Research.

Objective: To provide exposure to the fundamental biology of hematologic and oncologic disorders. A student research project (clinical or basic research) is desired and can be arranged after discussion with the selected mentor-investigator.

MED 543. Pulmonary Elective for Senior Students at Eisenhower Medical Center (Fort Gordon)

The Pulmonary Disease elective will give the student exposure to all facets of acute and chronic pulmonary diseases. Inpatient and out-patient consultations will be performed under the supervision of the Pulmonary Disease Officer. There will be opportunity for the student to participate in the evaluation of patients for bronchoscopy and to observe that procedure. Students will be exposed to the fundamentals of a sophisticated pulmonary function laboratory and will be expected to learn the basic interpretations of pulmonary function tests. The student will be expected to participate in teaching conferences involving the pulmonary disease service.

MED 544. Gastroenterology at Eisenhower Medical Center (Fort Gordon) for Senior Medical Students.

The student is expected to participate in all aspects of the Gastroenterology service, including in-patient and out-patient consultations, and to observe GI procedures such as gastroscopy, colonoscopy, laparoscopy. The student will be taught proctoscopy in the weekly proctoscopy clinic. Basic GI physiology and pathophysiology will be stressed. The number of patients seen will be limited and the student will be expected to provide references appropriate for each case evaluated. A reading syllabus covering basic GI physiology will be provided. The student is expected to give a 15 minute seminar once a week on a topic of his/her choice covering an area of basic GI physiology. The student is expected to attend GI Journal Club and GI Pathology conferences Thursday afternoon at MCG.

ITD 501. Clinical Endocrinology and Reproduction.

See course description under Interdepartmental Courses.

Neurology

J. Green, Chairman; J. Armstrong; J. Collins; P. Dyken; D. Feldman; W. Hamilton; L. Hartlage; P. Hartlage; G. Katter; D. Marcus; M. Martin; C. McClure; J. McCord; R. Mercille; R. Neil; S. Nesbitt; G. Pruitt; C. Rosengart; D. Smith; T. Swift; T. Thevaos; J. Trefz; D. Walker; J. Wilson.

NEU 500. Basic Clerkship in Neurology.

This four week clerkship is designed to provide an introduction to general neurological problems through direct supervised patient management. The acquisition of basic skills in history taking and physical diagnosis of neurological patients is stressed. Emphasis will be placed on the ability to assimilate historical information and physical findings to arrive at a diagnosis of an existing neurological lesion. The recognition and management of neurological emergencies will be included. The student will be introduced to the use of diagnostic aids. Scheduled: June through May.

NEU 509. Preceptorship in Neurology. (Special Elective)

The student will have an opportunity to evaluate and participate in the management of patients seen in the private practice of neurology and pediatric neurology in the Augusta or other areas around the county by special arrangement with a known preceptor and the chairman of the Department of Neurology. In the Augusta area, the student will see emergency and non-emergency hospital consultations and all new hospital patients admitted by his preceptor. The student will attend appropriate teaching conferences at MCG and affiliated hospitals when possible.

NEU 510. Advanced Tutorial in Neurology. (Special Elective)**NEU 511. Advanced Tutorial in Neurology. (Special Elective)****NEU 512. Advanced Tutorial in Neurology. (Special Elective)**

From one to three months of tutorial study and/or investigation of a subject in depth may be arranged with any faculty member or the Department of Neurology. The subjects are only limited by the interests of the student.

NEU 513. Developmental Disabilities. (Special Elective)

The student will be a member of an interdisciplinary team which will include nursing, occupational and physical therapy, and social work students. The team, under supervision of a special preceptor, will be assigned to clinic and community projects involving resources for the retarded, epileptic, and cerebral palsied. The student will learn how to work effectively with colleagues from other disciplines in behalf of the handicapped.

NEU 514. Elective at Carville. (Special Elective)

The Department of Neurology and the United States Public Health Service Hospital, Carville, Louisiana offer an elective in Hansen's Disease. The purpose of the elective is to acquaint

the student with this multifaceted disease as well as to provide an in-depth look at the only Leprosarium in the continental United States. Emphasis is on the clinical features of the disease, the problems of insensitivity, and rehabilitation. Medical students will be given an opportunity to work up patients.

NEU 515. Clerkship in Ambulatory Neurology. (New Elective)

Students will see a wide range of neurologic problems as encountered in office practice. Schedules will be individualized and permit attendance at adult and pediatric neurology clinics. Students may attend selected rounds and conferences. There will be no assigned in-patient responsibilities. Through a cooperative arrangement with Family Practice, students may choose to attend some clinics emphasizing primary care.

ITD 502. Basic Clerkship in Pediatric Neurology.

See course description under Interdepartmental Courses.

ITD 503. Advanced Clerkship in Pediatric Neurology.**ITD 504. Advanced Clerkship in Pediatric Neurology.**

See course description under Interdepartmental Courses.

ITD 550. Neuroscience.**(6-6-9 hours)**

See course description under Interdepartmental Courses.

ITD 560. Clinical Neurology.

See course description under Interdepartmental Courses.

Obstetrics and Gynecology

W. A. Scoggin, Chairman; M. Bahreini; W. Barfield; W. Barfield, Jr.; G. Broadnax; E. Bronstein; C. I. Bryans; Y. S. Cheng; R. Daitch; H. Fadel; M. Freedman; P. Gantt; J. Green; C. Holtshouser; S. Kassam; T. J. Lin; P. McDonough; V. McNamara; G. Nelson; R. Owen; J. Souma; M. Souma; O. E. Talledo; G. Williams; R. Yapp; V. Zachert.

OBG 500. Basic Clerkship in Obstetrics and Gynecology.

This required basic clerkship of six weeks duration combines in-patient and out-patient experience in human reproduction and in disorders of the female reproductive system. Some students will be at TMH. They will spend three weeks on the obstetrics service and three weeks on the gynecology service. Some students may draw assignments at 1) Medical Center of Central Georgia in Macon; 2) Memorial Medical Center of Savannah; and 3) Medical Center of Columbus, Georgia for their clinical experience in Obstetrics and Gynecology. Scheduled June through May.

OBG 501. Obstetrics and Gynecology. (Special Elective with Hospital Medical School)

This senior elective is offered by arrangement with various hospitals and medical schools in the United States and overseas. The course will be designed to fit each student's particular needs and may be either clinically oriented or research oriented.

The student must obtain a letter of acceptance stating who will be the supervisor and evaluator and also a curriculum vitae showing OB-GYN training of the supervisor is needed.

OBG 502. Obstetrics and Gynecology.
(Special Elective with Preceptors)

The senior student will work under the direct supervision of the preceptor in the evaluation and treatment of the preceptor's private patients both in the office and hospital setting. The student will be responsible for preoperative care of the patients as designed by the preceptor. A letter of acceptance by the preceptor as well as his curriculum vitae are necessary. The letter needs to state who will supervise and be responsible for the student's evaluation.

OBG 503. Substitute Internship in Obstetrics and Gynecology.
(University Hospital)

The senior elective is offered at the University Hospital where the student works under the supervision of the Medical College of Georgia residents and clinical faculty on the ward service. The student is given responsibility for the evaluation and care of patients consistent with demonstrated abilities.

OBG 504. Obstetrics and Gynecology.
(Special Elective with Florida hospitals)

The senior student is assigned responsibility for the evaluation and care of obstetric and gynecologic patients under the supervision of the resident physicians and staff physicians at Jacksonville hospitals. The teaching department is a part of the University of Florida Medical School. There will be core students from Gainesville as well as MCG students.

OBG 505. Obstetrics Research.
(Special Elective with Talmadge Hospital)

The student will design and outline a brief research project related to obstetrics which can realistically be completed or near completion in one or two months. This may be a prospective or a retrospective study. As a rule, the project should be related to laboratory tests used for evaluation of fetal well being or fetal maturity. However, other areas of obstetrics may be studied.

OBG 506. Maternal-Fetal Medicine.
(Special Elective)

On this direct patient care elective the student will participate in the antepartum, delivery, and postpartum care of high risk obstetric patients through both out-patient clinic and in-patient OB service. Responsibilities are those of a substitute intern working closely with the OB housestaff and include night call in ETMH's Labor and Delivery and presentations of several conferences dealing with high risk pregnancies. Participation in on-going clinical research projects is encouraged.

OBG 512. Obstetrics and Gynecology.
(Georgia Baptist, Atlanta, Georgia)

The senior student is assigned responsibility for the evaluation and care of obstetrics and gynecologic patients under the supervision of the resident physicians and staff physicians.

ITD 501. (gyn) Interdepartmental —
Clinical Endocrinology and Reproduction.

See course description under Interdepartmental Courses.

Ophthalmology

M. Luxenberg, Chairman; K. Green; D. Hull; F. Maddox; M. Roth; R. Schulze.

OPH 501. Ophthalmology Clerkship.
(Advanced Course—Clerkship)

The student participates with the residents and faculty in their daily departmental activities. This includes seeing and evaluating patients with the residents and faculty, participation in work rounds, conferences and lectures, and observation of some surgical procedures.

OPH 502. Ophthalmology Research Elective.
(Special Elective)

An area of mutual interest at the student and faculty supervisor will be selected and the student will outline his research project with literature references and carry it out under supervision. A written report on the project is required at the end of the elective period.

OPH 503. Ophthalmology Off-Campus Experience.
(Special Elective)

Special arrangements can be made for elective periods of one or two months in a Department of Ophthalmology at another medical school, to study some phase of ophthalmology such as ophthalmic pathology, neuro-ophthalmology, etc. Written approval must be obtained in advance from both the MCG Department of Ophthalmology and the department where the elective is to be taken. A resume of work done will be turned in to the MCG Department of Ophthalmology at the end of the rotation, and a letter of evaluation from the supervising department is required.

Pathology

A. B. Chandler, Chairman; C. R. Baisden; B. Barton; C. R. Chamberlain; H. Conner; J. Crosby; M. Fatteh; F. Goodale; S. Gursel; A. Hollingsworth; J. Krauss; D. McFarland; L. Mills; P. Milner; L. Otken; H. Puchtler; R. Rao; B. Spurlock; L. Stoddard; J. R. Teaubaut; L. Vacca; F. Waldrop; F. Raghmai.

PTH 501. Anatomic Pathology.
(Special Elective)

The student will perform approximately 10 to 20 autopsies under the supervision of the staff, develop fully the problems presented, and review the recent related literature. In addition, the student will help prepare a weekly conference for the combined meeting of the Medicine and Pathology Departments.

The student will review the interesting surgical pathology cases each week and attend Surgical Pathology Conference held with the Department of Surgery. He may attend a variety of other conferences each week.

PTH 502. Current Autopsy Case Studies.
(Special Elective)

The program has been designed for the study of human disease by thorough autopsy investigation enabling the in-

interested student to pursue his studies at a deeper level of experience. Students have the same responsibilities as the resident staff with regard to their study and presentation of autopsy cases.

PTH 503. Research in Histochemistry.

The subject would be determined individually and would depend on the interest of the student as well as on the material available, e.g., arteriosclerosis in children and adults, lesions of myocardium, alterations of biliary pathways in various diseases, histochemistry of renal diseases, alterations of thymic myoepithelial cells in infants, histochemistry of fibrous proteins (collagens, elastin, myosins), chemical basis of staining methods.

PTH 504. University Hospital Pathology Laboratory. (Special Elective)

Electives will be offered in most phases of practice of pathology including surgical pathology, autopsies, hematology, blood banking, chemistry, bacteriology, cytology or radioisotopes. Special work will be assigned to the student for background purposes.

PTH 505. Experimental Cancer Research. (Special Elective)

Each student could participate in current research activities in animal models of neoplasms, such as those of breast, liver, G.I. tract, skin, lung, urogenital system. Use of laboratories such as animal surgery, cell culture, histology, electron microscopy, immunology could be arranged.

PTH 506. Nuclear Medicine.

Students will participate in the service offered by the department on a preceptor basis. They may expect to become familiar with current applications of radioisotopes to clinical problems.

PTH 507. Surgical Pathology.

To participate in all activities of the Division of Surgical Pathology. Limited responsibility under close supervision will be commensurate with ability and interest.

PTH 508. St. Francis Pathology Laboratory. (Special Elective)

Depending on the specific background and needs of the student, various programs can be arranged ranging from the performance and study of autopsies and surgical pathology material to the acquisition of knowledge in specific laboratory tests, introduction to automated system in the clinical laboratory. Correlation of clinical data with symptoms and a clinical course of patients. Development and work on specific research problems in the field of genetic and developmental anomalies. Problems of neural anatomy and neuropathology.

PTH 509. Teaching Elective in General and Special Pathology.

Responsible involvement in teaching of pathology during Phase II using the case teaching seminar method. The major divisions of subject material, i.e., inflammation, neoplasia, etc., afford opportunity for the student to prepare himself and his teaching materials in a circumscribed area. At least one formal lecture should be a part of this experience.

PTH 510. St. Joseph's Hospital Pathology Laboratory.

Students are instructed and participate in the description of gross surgical specimens in cytological techniques, frozen section techniques, and in autopsy pathology. This can be extended to any facet of radioisotope procedures and clinical laboratory procedures including automation. This program is flexible and can offer areas of study other than surgical and autopsy pathology. The student will be expected to attend approximately five conferences weekly.

PTH 511. Clinical Laboratory, Microbiology.

Application of modern clinical microbiological techniques including cultures and antibiotic sensitivity to patient care. Opportunity for participation in special techniques such as fluorescent antibody studies, anaerobic cultures, mycology and serological procedures will be available.

PTH 512. Clinical Chemistry.

Application of biochemistry, pathophysiology, instrumentation and statistics to the interpretation of data for the diagnosis of patients. Opportunity to work on specialized pieces of equipment including twelve channel auto analyzer and atomic absorption spectro-photometer will be available.

PTH 514. Immunohematology and Blood Banking.

Patient care and treatment utilizing the theoretical and practical aspects of immunohematology and modern use of blood components. The student will be expected to learn the basic bench techniques in typing and cross matching of blood as well as the preparation of blood components. There will be didactic consideration of the immunologic, genetic and anthropologic significance of blood group and antibodies with special emphasis on their serologic and immunochemical characteristics as related to modern medical practice.

PTH 515. General Clinical Laboratory. (Laboratory Medicine)

Patient care through the practical application of clinical laboratory methods and evaluation of results is the basis of the elective. Fulfillment of this objective will be pursued through patient rounds, interpretation of laboratory data, participation in patient treatment, particularly the use of blood and blood components, attempting to develop an appreciation for sources of false data generation either internally or externally, the development of tests and their evaluation as to future clinical utilization and active participation in laboratory medicine on didactic presentations. An opportunity to develop the techniques in hematology, microbiology, clinical chemistry, microscopy, immunohematology and blood banking will be available.

PTH 516. Cardiac Pathology.

Special study of a facet of heart disease may be arranged. Such studies will be in the area of cardiovascular disease using morphologic and histochemical techniques. Emphasis is on pathophysiology and structural basis. Usually two elective periods or an elective and fellowship period will be required to complete the project.

PTH 517. Radio Bioassay.

The use of isotopes in the chemistry laboratory for the quantitation of antigen-antibody reactions measuring biochemical materials present in small nanogram quantities in the blood.

PTH 518. Laboratory Hematology.

The course is designed for students who want to learn and understand how to correlate the practice of hematology as it is applied to clinical uses. Daily work is divided into four periods: (1) methodology, (2) faculty and staff conferences, (3) lectures and self-instructional material and (4) clinical work. The student should be able to identify, classify and recognize the functions of the blood cells as they relate to human health and disease. Recognize the significance of different hematology tests, the information obtained from each, its clinical implication and understand the principle involved. Classify anemias and their causes, leukemias and lymphoproliferative disorders, plasma cell dyscrasias and coagulation defects. Understand the fundamental of hemotherapy, cytodiagnosis and urinalysis.

PTH 519. Basic Neuropathology.

This is a basic neuropathology course designed only for a student who intends to choose neuropathology, neurosurgery, neurology, or other neurological science related fields as a subspecialty in his medical career. The course is flexible in proportions of laboratory and clinical experience.

PTH 520. Introductory Electron Microscopy.

This program is designed to acquaint the student with the techniques currently being employed in biological electron microscopy. The area of study will include laboratory demonstrations of these techniques and their application to teaching and research in pathology. An opportunity to develop some of these techniques will be available.

PTH 521. Elective in Immunopathology.

This elective will give a student an opportunity to study modern immunology at the laboratory level. This will include immunoelectrophoresis and fluorescent antibody work.

PTH 550. Pathology.

Medical education through pathology, clinical and anatomic, is based on students studying cases of human disease with guidance provided by the teaching faculty. Approximately three hundred cases — gross material, selected microscopic slides, clinical laboratory data, x-rays, and protocols — are divided into four categories: hemodynamics, inflammation, neoplasia, genetic and metabolic. Sixteen students, case materials, and an instructor gather in a module for learning by presentation and analysis of cases. The emphasis is understanding pathogenesis of structural changes at all levels, and correlation with resultant alterations of laboratory and clinical data. With this background of museum case study, each student is responsible for participation and presentation of a case from the current autopsy service. The museum case studies and the fresh autopsy cases cover all subspecialties of pathology under one or more of the categories listed above. Lectures in clinical, anatomic, and subspecialty pathology are minimized. Those that are given are for overview and orientation rather than to cover factual material more readily available elsewhere. Wet clinical pathology exer-

cises are appropriately interspersed. For example, a laboratory session on analysis of urine samples and correlation with anatomic slides of kidneys is scheduled under inflammation category. A self-instruction center, and computer-assisted instruction are available as alternate tracts for learning. (PTH 560, Laboratory Medicine, has been merged into this course).

Pediatrics

A. Robertson, Chairman; G. Armstrong; E. Aziz; B. Belk; J. Bennett; L. Calvert; M. J. Carter; L. Clark; W. Covitz; F. Cox; H. Dannawi; J. Danoff; P. Dyken; K. Forde; J. Green; M. Greenberg; D. Hahn; L. Hartlage; P. Hartlage; J. Hawk; K. Henderson; C. K. Ho; K. Karlson; W. Karp; P. Larson; R. Leshner; S. Levi; C. Linder; B. Marino-Fuller; R. Mercille; H. B. O'Rear; P. S. Rao; B. Sellers; J. Smith; R. Smith; O. Spivey; W. B. Strong; T. Thevaos; W. Weston; B. Wray.

PED 500. Basic Clerkship in Pediatrics.

A six-week pediatric clerkship to provide basic grounding in child health and human development. It is organized to help students develop skills in pediatric history taking and physical diagnosis and in the interpretation of laboratory findings in the various age groups, including nursery, ward and out-patient clinics. The recognition of normal developmental patterns as well as the impact of age in the expression of disease will be emphasized. Scheduled June through May.

This clerkship is offered in four affiliated hospitals: Columbus, Macon, and Savannah, as well as Augusta.

PED 501. Neonatology Clerkship and Newborn Follow-Up.

The student will participate actively in the care of term and low birth weight newborn infants. He will learn some special techniques involving evaluation and management of high risk and sick infants. He will also follow infants discharged from the newborn nurseries.

PED 502. Fort Gordon Pediatric Clinic.

Students are given the opportunity to assume progressive responsibility and independent judgment in the management of pediatric patients in a group practice setting under the preceptorship of Army pediatricians. A broad range of general pediatric medical care is emphasized in out-patient clinics, wards, well baby conferences and newborn nurseries.

PED 503. Off-Campus Clerkship. (Special Elective)

This special elective is offered to provide the student with experience in pediatrics in an off-campus situation. It can be served either in a hospital or in a preceptor's office by special arrangement with the preceptor and by approval and arrangement through the coordinator of electives for the Pediatric Department. A setting should be selected which will provide the student with a wide range of pediatric experience.

PED 504. Pediatric Clerkship at Gracewood.

A one-month elective with participation in in-patient care, out-patient care, conferences and seminars, all related to the multidisciplinary problems of the mentally retarded.

PED 508. Pediatric Cardiology.

This course offers experience in the study of congenital and acquired heart disease with emphasis on the clinical manifestations and findings. Correlation of the anatomic malformation with the physiologic alterations are emphasized. Research interests may be developed or continued from previous related elective.

PED 509. Clinical Allergy and Immunology.

Students will participate in evaluation and management of patients with allergic disorders and suspected immunologic deficiency diseases. There is flexibility of emphasis, depending upon special interests of the student. Clinical experience is provided in MCG clinics and private physician's office.

PED 511. Pediatric Research.**(Special Elective)**

This elective consists of research experience in selected areas of pediatrics through special arrangement with the pediatric staff.

PED 512. Pulmonary Vascular Impedance Studies.

The elective is designed to expose the students interested in research, an opportunity to get involved in such an activity. Physiologic studies are performed on dogs every week and the data analyzed by Fourier analysis. The instantaneous relationships of pressure and flow are studied in the pulmonary circulation.

PED 513. Substitute Pediatric Intern.**(Special Elective)**

The pediatric substitute intern will serve as an active member (acting intern) of the pediatric housestaff under the supervision of the pediatric resident and a pediatric faculty member. The student will have the opportunity for progressive experience in in-patient, out-patient and newborn care.

PED 514. Scottish Rite-Northside Hospital—Clerkship.

The two students will be afforded room and board at the Scottish Rite Hospital. Teaching rounds will be made each morning in the hospital. The morning period will be spent seeing private office patients of a general pediatric nature. In the afternoon, the students will return to the hospital where one will be involved in working up medical in-patient admissions and the other will be working in the afternoon pediatric clinics. Students will be on call in the hospital every third night and every third weekend. While in the hospital, they will be covered by a surgical resident and they will be under no increased responsibility as compared to the Medical College rotations.

PED 515. Pediatric Genetics.

The student will participate in evaluation of out-patients and in-patients referred for genetic consultation. In addition, conferences, seminars and case reviews will be held to reinforce the clinical teaching. When not directly involved with patients, the student may choose to work in the following laboratories: cytogenetics, metabolic screening, and biochemical genetics.

PED 516. Pediatric Clerkship at Columbus Medical Center.

This off-campus elective is conducted at the Columbus Medical Center. The elective can be arranged with major

interest in neonatology, general pediatrics or a mix of both. Out-patient experience will be gained in the hospital clinics or a private pediatrician's office. There is flexibility of experience to meet the student's individual needs. Adequate time will be allowed for reading and/or individual research project.

PED 517. Pediatric Cardiology Research.**(Special Elective)**

A special research elective in selected areas of pediatric cardiology through special arrangement with the pediatric cardiology staff.

ITD 502. Pediatric Neurology.

See course descriptions under Interdepartmental Courses.

Pharmacology

L. M. Greenbaum, Chairperson R. P. Ahlquist; T. B. Allison; A. A. Carr; G. O. Carrier; A. E. Ciarlone; G. W. Cross; B. W. Fry; L. P. Gangarosa; W. F. Geber; C. J. Hannan; D. C. Jerram; M. H. Johnson; A. M. Karow; J. M. Kling; M. E. Logan; R. L. Longe; T. J. Mellinger; M. W. Riley; J. H. R. Sutherland.

PHM 301, 302, 303. Introduction to Pharmacology.**(4-2-5 hours)**

Lectures and conferences designed to survey the interactions between drugs and living systems. The emphasis is on chemicals and drugs used in the treatment of disease; what they do and how the body responds and disposes of them. Six hours lectures/conferences per week.

PHM 230 and PHM 430. Dental Hygiene Pharmacology.

(See School of Dentistry, Oral Biology-Pharmacology for course description.)

PHY 501. Toxicology.**(Special Elective)**

Prerequisites: PHM 551, 552, 553

Lecture and laboratory studies on aspects of toxicology including heavy metals, gaseous poisons, industrial and agricultural chemicals, plants and venoms, and selected drugs. Treatment and selected case reports will also be included.

PHM 502. Adrenergic Pharmacology.**(Special Elective)**

Prerequisites: PHM 551, 552, 553

An in-depth review of adrenergic drugs as applied to clinical medicine. Conducted as a participative discussion.

PHM 503. Preparation of Frozen Sperm, Blood and Other Tissues for Clinical Use.**(1 month)****(Special Elective) Didactic 20%; Laboratory 80%**

Prerequisites: PHM 551, 552, 553

The student will learn how to freeze sperm and blood in such a way that the viability of the cells is maintained. The student will participate in the day-to-day operation of a clinical sperm bank. The student will read and discuss basic principles of cryobiology. The student will select other cells, tissues or organs on which to study in-depth the effects of freezing.

PHM 504. Clinical Pharmacology. (1 hour per week (Special Elective) per quarter)

Prerequisites: PHM 551, 552, 553

A cooperation elective presented by Department of Pharmacology and Section of Clinical Pharmacology and Hypertension (Dept. of Medicine). Presentation of clinical cases selected to illustrate appropriate and inappropriate use of drugs in patient management. Intended for junior and senior medical students and house staff.

PHM 551, 552, 553. Human Pharmacology. (4-0-4 hours)

Prerequisite: Second year standing in the School of Medicine

Objective is to provide the student with the necessary background to practice rational drug therapy. Emphasis is on the major classes of drugs and how they act in humans.

Physiology

R. Little, Chairman; G. Bond; J. Delahayes; P. Dow; I. Ehrhart; J. Ginsburg; R. Godt; C. Hendrich; W. Hofman; W. Jackson; D. Miller; T. Nosek; T. Ogle; S. Porterfield; S. Stoney; R. Vargo; T. Wiedmeier.

PHY 200. Introduction to Physiology. (5 hours)

An analytic approach to the principles of mammalian physiology with emphasis on life processes and homeostasis is presented by means of lectures and conferences. The general principles introduced at the start of the course are used to highlight the coverage of the organ systems and their interaction presented during the remainder of the course.

PHY 210. Introductory Human Physiology. (5-0-5 hours)

Prerequisite: College Biology

The elements of human physiology with an introduction to the function of the major organ systems of the body, their interaction and control.

PHY 301. Human Physiology I. (5-0-5 hours)

Prerequisite: General Chemistry and a course in Biology or Human Anatomy or permission of the instructor.

The first quarter of a two quarter sequence of Human Physiology for nursing students. Advanced coverage will be provided on the major organ systems, their interactions and control. (Credit not given for both Physiology 301 and 311).

PHY 302. Human Physiology II. (5-0-5 hours)

Prerequisite: PHY 301

A continuation of Physiology 301. (Credit not given for both Physiology 302 and 312).

PHY 311. Principles of Human Physiology I. (5-0-5 hours)

Prerequisites: Inorganic chemistry, one physics course and a course in human anatomy (may be taken concurrently); or permission of the instructor.

A two quarter sequence giving detailed coverage of the major organ systems of the body, their interactions and control. This will include lectures, demonstrations, discussion groups, and laboratory work as appropriate.

PHY 312. Principles of Human Physiology II. (5-0-5 hours)

Prerequisite: PHY 311

A continuation of Physiology 311.

PHY 501. Special Elective in Physiology.

Prerequisite: Student in School of Medicine

Lecture and/or laboratories studies in physiology. Topic, time and credit hours to be arranged.

PHY 550. Medical Physiology I. (6-2-7 hours)

Prerequisite: First year standing in School of Medicine

First of two quarter sequence presenting an intensive treatment of mammalian organ systems: the cell, electrophysiology; peripheral nerve and reflexes; muscle; and cardiovascular.

PHY 551. Medical Physiology II. (9-2-10 hours)

Prerequisite: PHY 550

A continuation of PHY 550, presenting respiration, body fluids and kidney, gastrointestinal and endocrine physiology.

PHY 555. Tutorial in Physiology. (2-0-2 hours)

Prerequisites: Only students previously registered for PHY 550 and 551 and permission of Department

A brief review of medical physiology.

PHY 690. Review of Human Physiology. (6-0-6 hours)

Prerequisite: Graduate standing in the School of Nursing or permission of the Department of Physiology

A review of human physiology emphasizing current concepts of organ function and their relationship to disease status. (Formerly PHY 590)

ITD 550. Neuroscience. (7-4-9 hours)

Prerequisite: First year standing in School of Medicine

See course description under Interdepartmental Courses.

Psychiatry

E. J. McCranie, Chairman; M. C. Bishop; E. Cook; M. Crouch; J. Danoff; P. Farr; W. Farr; G. Gazda; J. Hughes; K. Jones; G. Longley; G. Marshall; L. Marshall; E. W. McCranie; M. McCranie; J. Poston; W. Quillian; R. Selby; M. Sell; B. Sisson; W. Sisson; F. Trest; L. C. Ward; S. Wiggins; G. Willams.

PSY 500. Basic Clerkship In Psychiatry.

This required clerkship will provide the student with intensive experience with psychiatric in-patients. With collaboration and guidance of the staff, the student will do a complete work-up on assigned patients, including physical examination, mental status, and psychodynamic case formulation. The student will then proceed with treatment with emphasis on supervised psychotherapy, including medication and other therapies as indicated.

PSY 501. General Psychiatry Tutorial. (Special Elective)

This elective is flexible. It can vary from reading and discussion of psychiatric literature to more clinically oriented experi-

ence utilizing in-patients at TMH. Students may participate in ongoing didactic and clinical conferences in the department.

PSY 502. Clinical Clerkship—Fort Gordon.
(Special Elective)

An individualized program with experience possible in all areas of psychiatric medicine based upon the needs and interests of the candidate, as determined by personal discussion with the Training Director of the Department of Psychiatry. Emphasis is placed on exposure of fundamental clinical problems in evaluation, diagnosis, and treatment. Potential areas of experience include: drug and alcohol abuse; in-patient psychiatric care; out-patient psychiatric medicine; child and adolescent, and family psychiatry; and, military and forensic psychiatry. The clerk is asked to discuss his experience, questions, and problems with the clinical psychiatrist supervising him in order to integrate and round out the clerkship.

PSY 503. Adolescent Psychiatry.

PSY 504. Adolescent Psychiatry.

This clerkship will provide experience with in-patient and out-patient adolescents.

PSY 505. Child Psychiatry.

PSY 506. Child Psychiatry.

Guided experience, reading and research related to the child (age 11 and under) having behavioral, learning or developmental difficulties will be provided.

PSY 507. Clinical Clerkship.
(Special Elective)

These clerkships provide supervised experience in the evaluation and treatment of people with a variety of psychiatric disorders supplemented by conferences and didactic instruction. These hospitals have extensive patient populations which permit the student to select particular areas of interest.

PSY 508. Psychotherapy and Other Modes of Treatment.
(Special Elective)

This elective will stress various therapeutic techniques including psychotherapy, drug and various organic therapies involving adults, adolescents and possibly children. Patients will be selected from the in-patient service on 3-North, psychosomatic patients from the consultative service, and the Aftercare Clinic.

PSY 509. Psychosomatic Medicine.

This clerkship will provide a continued and deeper experience with clinical problems similar to those in the Basic Medicine Clerkship. It will emphasize the consultation process and brief psychotherapy or psychosomatic cases.

PSY 510. Alcohol and Drug Abuse.

Varied clinical experience with drug and alcohol problems at several facilities; selected reading list, several psychiatrists and other disciplines will supervise the experience.

PSY 511. Off-Campus.
(Special Elective)

PSY 512. Sociological Research on Mental Illness.

Directed reading-discussion of research process in sociology as applied to understanding of the causation, development, recognition, and treatment of various forms of mental illness; problem formulation, research design, concept measurement, and data collection and analysis.

PSY 500. Basic Psychiatry.

This required clerkship will provide the student with intensive experience with psychiatric in-patients. With collaboration and guidance of the staff, he will do a complete work-up on assigned patients, including physical examination, mental status, and psychodynamic case formulation. He will then proceed with treatment with emphasis on supervised psychotherapy, including medication and other therapies as indicated. Scheduled June through May.

PSY 550. Behavioral Science.

This is a course designed to demonstrate to medical students some of the bio-psycho-social aspects of medical practice.

PSY 560. Psychiatry.

Introductory course to the basic principles of clinical psychiatry.

Radiology

W. Pool, Chairman; M. Brown; S. Burch; W. Carlton; T. A. El Gammal; C. Eubig; A. Fiveash; S. Freedman; C. Hall; J. Hanks; L. Hogue; J. Howington; J. Johnson; W. Kitchens; T. Lott; S. Reichard; S. Roberts; J. Strong; C. Teeslink; J. Trueblood; T. Vanderzalm; W. Wege; M. Wier.

RAD 501. Diagnostic Radiology.

Instruction in clinical diagnostic radiology is provided by participation in fluoroscopic, special procedures and reporting of studies performed in the department. Radiation protection, basic radiobiology, nuclear medicine and oncology, with emphasis on the place of radiation therapy are parts of the elective. There are daily teaching sessions with members of the staff as well as interdepartmental conferences with medicine, surgery, pediatrics, medical chest, and neuroradiobiology.

RAD 502. Radiobiology.
(Special Elective)

Effects of ionizing radiation on biological systems. Introduction to radiobiology, radiation hazards, and protection. Lectures and research participation.

RAD 503. Radiobiology.
(Special Elective)

The biological basis for radiation therapy. Seminar and research projects.

RAD 504. Advanced Clerkship in Diagnostic Radiology.
(Special Elective)

This clerkship will consist of more advanced instruction in diagnostic radiology. The possibility is opened to "subspe-

cialize" in areas such as neuro-radiology, the G.I. tract or pediatric radiology. Assignments in didactic as well as the service responsibility in the assigned area will be part of the clerkship. The student will report selected cases after preview by one of the staff. He will participate in planning some of the inter- and intra-departmental conferences. There is a possibility of taking part of this elective at the VA, Fort Gordon, or the University Hospital.

RAD 505. Off-Campus Elective.
(Special Elective)

Special arrangements can be made for elective periods of one to three months in the Department of Radiology at other medical schools.

RAD 506. Radiology Preceptorship.
(Special Elective)

The elective will work closely with a private radiologist in his office as well as hospital locations. He will be assigned specific reading assignments related to patients that are studied during the day.

RAD 506A. Radiology Preceptorship.
(Special Elective)

The elective will work closely with a private practitioner in his office as well as University Hospital. He will be assigned specific reading assignments related to patients that are studied during the day.

RAD 507. Clerkship in Radiation Therapy—Oncology.

The student will be afforded an opportunity to see a large variety of tumors treated with various modalities of radiation therapy. He will participate in tumor conferences at the various hospitals and also attend the radiation therapy cancer clinics at the Talmadge and University Hospitals. He will get experience in the work-up and general management of the cancer patient in the areas of curative therapy, palliation, and supportive care.

RAD 508. Clerkship In Nuclear Medicine.

The student will be offered the opportunity of participating in the daily activities of the Nuclear Medicine Section and will attend daily intra-departmental conferences and weekly intra-departmental conferences. He will gain experience in the use of nuclear medicine procedures in the diagnosis and treatment of disease processes.

RAD 509. The Business Aspects of Medical Practice.
(Special Elective) (1 month)

The course is intended to acquaint the student with the problem areas frequently encountered in opening a new medical practice, and whose advice and counsel to seek when such problems are encountered in the business management area. Current trends in the health care climate will also be examined.

Surgery

A. Mansberger, Chairman; H. Adams; M. Allen; J. Armstrong; E. Berg; N. Bhatti; S. Blalock; T. Blanchard; F. Bliven; T. Bowden; M. Bridges; J. Christian; G. Clayton;

M. Collins; G. Doetsch; T. Edmondson; M. Elliott; L. T. Ellison; R. Ellison; N. Elsayh; H. Engler; C. Esquivia; R. Finney; W. Flanagan; A. Franceschi; R. Galloway; A. Gindin; R. Gongaware; F. Haar; W. Hammer; E. Howard; A. Humphries; C. Jelenko; W. Jennings; R. Johnson; E. Joy; A. Karow; J. M. Kling; W. Love; W. Lucas; H. Marble; J. McPherson; H. Moore; W. Moretz; S. Naidu; R. Nesbit; R. Parrish; H. Pinson; E. Porubsky; N. Quantz; C. M. Rhode; J. Rubin; E. Saunders; P. Scardino; R. Schilling; R. Schoffstall; R. Shimp; A. Smith; R. Smith; J. Still; D. Sullivan; G. Thurmond; D. Tucker; H. Wheeler; D. Williams; J. Winburn; R. Witherington; W. Wolff; C. Wray.

SUR 500. Basic Clerkship in Surgery.

This eight-week course is the basic course required of all students and is the prerequisite for many surgical electives involving contact with patients. Instruction includes basic concepts of emergency medicine and anesthesiology. Students are assigned patients for total patient care participation, including complete write-ups and participation in operative procedures. They take part in ward rounds, conferences, tumor conferences, journal club, seminars and informal discussions. Student activities involve both in-patients and out-patients. Scheduled June through May.

SUR 501. Clerkship.

Consists of working with patients, residents and faculty in pre-operative, intraoperative and postoperative care, participating in all regularly scheduled teaching, patient care and research conferences of general surgery.

SUR 502. Research Elective.
(Special Elective)

An area of mutual interest to the student and his supervisor will be selected and the student will outline his research project, carry it out under supervision and submit to his supervisor a satisfactory report of his work toward the end of the project. For some projects, students will undertake the project singly; in others, in pairs. Projects may be undertaken in the Experimental Surgery Laboratory or in the Clinical Research Wing and an occasional project may involve the use of Clinical Hospital Records.

SUR 503. Dog Surgery.

Consists of morning sessions of seminar discussions of anatomy, physiology and clinical coordination with the operative procedures performed during the afternoons. Emphasis is placed on surgical technique and each student will perform 5 operations as well as function as first assistant, scrub nurse and anesthesiologist.

SUR 504. Tutorial.
(Special Elective)

Individual students may elect to study in depth, for a period of one to two months, any specific area in surgery under the guidance of the faculty member most familiar with that specific area. A thesis or report on the subject chosen is a necessary part of this elective. No student is eligible for more than one such elective.

**SUR 505. Preceptorship.
(Special Elective)**

Clinical experience with individual private preceptor, in his office, operating room and hospital. (Individual arrangements must be made through both the chairman of Surgery and the clinical surgeon involved.)

**SUR 506. Off-Campus Experience.
(Special Elective)**

Students may elect off-campus experience in some phase of surgery in some other medical school or institution for a period of one to two months. For help in making arrangements, interested students should contact the Medical College of Georgia counterpart of the individual at the other institution with whom he wishes to work. Such electives must be an identifiable course of instruction. An evaluation of the student's performance will be required. No student is eligible for more than one such elective.

SUR 507. Kidney Transplantation.**SUR 508. Kidney Transplantation.**

Students will assist with care of post-transplant patients and pre-transplant patients.

SUR 509. Emergency Room Clerkship.

This clerkship offers active participation in the care of patients in the University Hospital Emergency Department. Students can expect to gain experience in the rapid assessment of acutely ill and injured patients. The schedule will be arranged on a rotating basis to provide approximately 180 hours of active involvement in the care of emergency patients.

**SUR 510. Surgery Clerkship, General Surgery.
(Special Elective)**

The student will be assigned to a surgical floor where he will see, evaluate and scrub on surgical cases under the direct supervision of a surgical resident and the Chief of Surgery. The student will attend all surgical conferences, ward rounds and surgical out-patient clinics, and will be expected to actively participate in all areas. Night call will be every third night and every third weekend.

**SUR 511. Surgery Clerkship, Emergency Room.
(Special Elective)**

Students will be assigned for 8 hour shift and will be under direct supervision of 8 full-time E.R. physicians. They will be expected to see, evaluate and suggest emergency treatment of patients. They will also be encouraged to follow patients who are admitted by scrubbing with the surgical residents or attending physician when appropriate. They will also be expected to attend all those teaching conferences which do not conflict with emergency problems in which they may be involved.

**SUR 512. Advanced Clerkship at
Savannah Memorial Hospital.
(Special Elective)**

Advanced surgical clerkship in general surgery. Basically a sub-internship. Includes work-up of patients, clinics, rounds, conferences, lectures, some closely supervised surgical experience. Teaching by Medical College of Georgia affiliate faculty and residents.

**SUR 513. Substitute Internship.
(Special Elective)**

Students on this elective should function as substitute interns on the General Surgical Services at the Medical College of Georgia Hospitals. Students are not advised to take this elective unless there is a vacancy in the schedule, since overstaffing would dilute the experiences available. The student will be assigned to a specific surgical service and will function as an integral part of that service. The student would be expected to initiate the clinical data base, begin diagnostic measures, and where possible, to perform surgical procedures with supervision. In addition, he will participate in the teaching responsibilities, conferences, clinics, and operating experiences of the service to which he is assigned and will be assigned night call responsibilities.

**SUR 514. Clinical Management of the
Critically Ill/Burned Patient.**

The student will be involved in the care of selected burned patients. Such involvement may comprise all phases of management. Patients will be selected such that help crystalize and offer opportunities for establishing new information in anatomy, pathophysiology, biochemistry, pharmacology, and microbiology as these apply to the critically injured. The gamut of total systematic bodily derangement will be examined by studying and involving in the course of these patients. Selected reading, didactic presentations, preceptor instruction, and clinical interface will be the principle methodology employed. The student will be entered into the basic, intermediate or advanced category based upon previous experience and knowledge base.

SUR 520. Neurosurgery Clerkship.

This externship provides opportunity for combining the direct patient care responsibilities of a junior house officer with practice in performing neurological examinations while participating with staff members in the practice of neurosurgery. The extern will be assigned five to eight patients for which he will have primary responsibility for daily care under the supervision of the senior house officer and staff of the Neurosurgery Service. He will participate in patient evaluations in the clinic and in daily teaching conferences. This elective provides for a close working relationship between the staff and the student while at the same time providing opportunity for patient care responsibilities.

SUR 521. Neurosurgery Research Elective.

The purpose of this elective is to enable students to pursue research in the field of neurosurgery. The actual project may be one initiated by the student or the student may elect to participate in an ongoing research project of one of the faculty members. Thus, this elective will have to be arranged on an individual basis with the particular faculty member to satisfy the needs of the students and to be sure facilities are available.

SUR 523. Neurosurgery Preceptorship.

The purpose of this elective is to provide an opportunity for those students who wish to study neurosurgery at some other institution. This may be desirable because the student is already taking another elective at the institution or because he plans to settle in that region or because there is a particular type of neurological surgery being done there that the student is interested in.

SUR 525. Neurosurgery Elective at the University Hospital.

This elective offers the student a choice of one or two inroads into the specialty of neurological surgery. Firstly, it allows him to become acquainted with the general idea of what neurological surgery is. This is accomplished by the student's making ward rounds daily with the resident and the attending as a unit. Here, he gets a general idea of the major problems involving the brain and spinal cord. As a continuation of this idea, the student, with the attending physician, observes diagnostic studies performed in X-ray such as myelography, arteriography and pneumoencephalography. A natural continuation down this road is the student's participation in the surgical suite as a first or second assistant. The second road into the specialty gives the student a chance for a more in-depth penetration, if he so desires, into the radioisotope field as it involves neurosurgery or into the field of neuroradiology and even neuropathology. The student attends a neurological surgery conference once a week in which all of the preceding problems are discussed. The student, thus, is a welcome member of the neurosurgical team.

SUR 530. Ear, Nose, Throat.

This clerkship is designed to familiarize the student with diseases of the ears, nose and throat with emphasis on physical examination of the head and neck, radiology of the head and neck, audiometrics, and treatment of common ENT diseases. The student will also be introduced to the principles of head and neck surgery, facial plastic surgery, endoscopy and neuro-otology.

SUR 531. Otolaryngology Surgery.

This clerkship is designed to familiarize the student with the diseases of the ears, nose and throat with emphasis on diagnostic techniques, including physical examination techniques, radiology, audiometrics and endoscopic procedures. The student will be introduced to the principles of head and neck surgery, facial plastic surgery, endoscopy and neuro-otology. The utilization of the office and hospital patients will allow the student to participate in and observe the specialty of otolaryngology.

SUR 541. Orthopedics Clerkship.

Arranged through Faculty Coordinator.

SUR 542. Orthopedics Research Elective. (Special Elective)

Arranged through Faculty Coordinator.

SUR 543. Orthopedics Tutorial. (Special Elective)

Arranged through Faculty Coordinator.

SUR 544. Orthopedics Preceptorship. Augusta Private Office or Fort Gordon or Emergency Room at University Hospital. (Special Elective)

Arranged through Faculty Coordinator.

SUR 545. Orthopedics Off-Campus Experience. (Special Elective)

Arranged through Faculty Coordinator.

SUR 546. Hand Surgery. (Special Elective)

Arranged through Faculty Coordinator.

SUR 551. Pediatric Surgery.

Pediatric Surgery Elective is offered to those completing the surgery core. Designed to introduce the student to the fundamentals involved in the clinical care of the pediatric surgical patient.

SUR 561. Thoracic and Cardiac Clerkship.

This elective is designed to provide additional experience in pathophysiology and treatment of intrathoracic disease. The student participates with the chief resident and/or attending thoracic surgeon in answering consultations regarding patients with potential thoracic surgical problems on other services. In addition, opportunities are available for experience in treatment of critically ill patients in the surgical intensive care unit. Responsibility of the student are entirely separate from those taking in the required clerkship (SUR 500).

SUR 562. Thoracic and Cardiac Surgery Research Elective.

This elective is designed for a student who has an interest in research or an interest in a particular clinical intrathoracic problem. A research goal or project may be determined by discussion with a member of the Thoracic and Cardiac Surgery staff. This might consist of a pilot laboratory project or analysis of clinical cases. A paper describing the research project and results would be required.

SUR 563. Thoracic and Cardiac Surgery Preceptorship.

Arrangements may be made for a student to work with a private thoracic-cardiac surgeon off-campus or at another medical school to provide a student with additional experience in this field. This would provide a student an opportunity to observe methods of treatment of patients in hospitals other than TMH.

SUR 571. Urology Clerkship.

A 4-week patient care elective in general urology which can be taken at TMH (maximum 4 students) or Dwight David Eisenhower Army Medical Center, Fort Gordon, Georgia (2 students). Emphasis is on evaluation of the urologic patient, both in-patient and out-patient. Students have opportunity to assist on cystoscopies and several operative procedures. Opportunity to learn proper technique for urethral dilations, urethral catheterizations and prostatic evaluation is available. Students are assigned in-patients in rotation and perform histories and physical examinations upon them and then follow the patient daily including pre-operative, operative and postoperative care. Faculty, residents and students make ward rounds and review all urologic X-rays daily. Informal conferences with faculty and/or residents are held covering the topics G.U. malignancies, urolithiasis, prostatic disease, neurogenic bladder and complications of the catheter.

SUR 752. Urology Preceptorship. (Special Elective)

A 4 to 8 week elective which may be taken at MCG or any other approved teaching institution where a suitable precep-

tor can be found. Emphasis is on a clinical or laboratory research project. The scope of this course is broad and can include patient care or not. The student is expected to complete his chosen project and report upon it orally or in writing at the end of the elective period.

**SUR 573. Urology Off-Campus Experience.
(Special Elective)**

A 4-week patient care off-campus elective which can be taken with a qualified urologist anywhere. The course content should about parallel SUR 571.

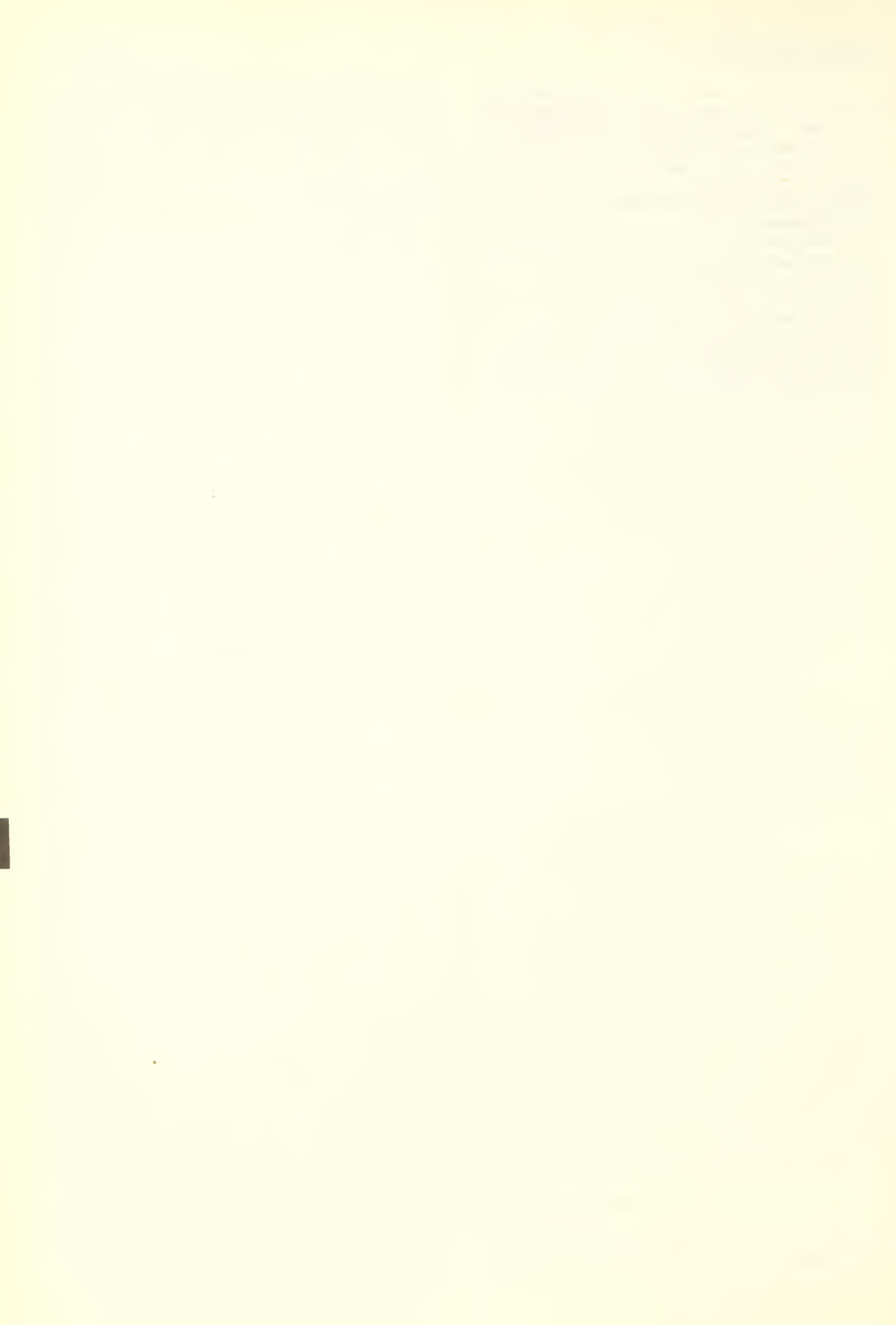
SUR 581. Plastic Reconstructive Surgery.

The Plastic and Reconstructive Surgery Service is a clinical service involved with evaluation and management of wound healing problems, repair of nerves, tendons, vessels and bone and incorporating clinical material including tumors of the

head and neck, injuries of the extremities, thermal burns and congenital abnormalities. The elective may be taken as a one month rotation to include participation in ward rounds, clinics and in the operating room.

**SUR 582. Plastic Reconstructive Surgery
Off-Campus Experience.
(Special Elective)**

The Plastic and Reconstructive Surgery Service is a clinical service involved with evaluation and management of wound healing problems, repair of nerves, tendons, vessels and bone and incorporating clinical material including tumors of the head and neck, injuries of the extremities, thermal burns and congenital abnormalities. The elective may be taken as a one month rotation to include participation in ward rounds, clinics and in the operating room.



nursing



Acting Dean—Doris Sue Frazier
Associate Dean for Undergraduate Programs—Dr. Doris Maher
Associate Dean for Graduate Programs—TBA
Director of Continuing Education—Susan Bruno

School of Nursing

The School of Nursing Philosophy

The School of Nursing is an integral part of the Medical College of Georgia and accepts the beliefs, purpose, mission and goals of the College. The School conducts programs of education, service and scholarly inquiry. Nursing has a developed body of knowledge, advanced and tested through research and practice, and organized for instruction. Nursing shares with other health professions the goals, theories and methods to promote the health of man and society.

We Believe:

Man is a unique bio-psycho-social being possessing worth and dignity, who is capable of reasoning and adapting to change. Man is dependent, interdependent, and independent; he interacts with, influences and is influenced by the environment in which he lives. Man moves through differing developmental levels and acquires abilities to maximize his individual potential throughout his life span.

Society is a pattern and network of dynamic social relationships that recur among a designated set of individuals. The institutions of society endure despite fluidity of composition. The nurse contributes to society as a citizen and as a professional.

Health is a dynamic process which exists on a continuum ranging from states of wellness to states of illness. This process is influenced by various factors such as an individual's biology, physical and social environment, life style, and available health care systems. We believe that optimal health enables an individual to adapt to life situations at his own highest level of functioning while maintaining personal integrity.

Nursing is a practice discipline directed toward promoting and maintaining the health of man. This discipline provides the arena within which professional nurses give care, function accountably in their practice, and accept expanding responsibility in delineating and influencing the emerging roles of independent and interdependent nursing practice. Nursing incorporates research process and research findings to strengthen, mold and perfect its practice.

The professional nurse is an intellectually oriented practitioner who possesses a broad data base which enables functioning as a leader in the provision of comprehensive health care services in a variety of settings to individuals, families, groups and communities. The professional nurse understands change and can function effectively in changing

environments. The professional nurse is a client advocate, advisor and facilitator. As advocate, the professional nurse accepts the client where he is at the point of contact; as advisor, the professional nurse assists the client to make informed choices; and as facilitator, the professional nurse provides a means for the client to progress toward a maximal state of health. The professional nurse utilizes theoretical and empirical knowledge to competently assess health status and health potential, to make critical judgments in planning appropriate nursing interventions, to implement effective nursing actions and to evaluate nursing practice.

Individuals prepared at the masters level in nursing generate change to improve nursing and health care. Graduates are prepared to assume leadership roles and manifest clinical expertise in nursing as clinical specialists, teachers or administrators within the health care delivery system and nursing education systems. They utilize expert nursing practice in specialty areas to test and advance nursing theories.

Graduate study is built on the knowledge and competencies acquired in baccalaureate education in nursing, and provides a foundation for advanced study. Education at the masters level prepares the graduate to practice with expertise in clinical and functional areas. It provides increased competencies to perform the investigative processes necessary to advance nursing theory and practice.

Learning is a life long, continuous process which results in individual, professional and social productivity. Learning is a growth process which results in observable behavior changes and a dynamic process which takes place in structured and unstructured situations. Learning is influenced by interest and motivation.

The learners are unique individuals who bring to the educational setting previously acquired beliefs, behaviors and resources. The learners are active participants and assume responsibility for their own learning.

The teachers as the facilitators of learning maintain open channels of communication with students, create an atmosphere conducive to the development of the students' potential, and serve as models of competence in the search for truth and utilization of knowledge.

Accreditation

The School of Nursing is accredited by the National League for Nursing and is a member agency of the department of Baccalaureate and Higher Degree Programs.

The baccalaureate program is also approved by the Georgia Board of Nursing. Graduates are eligible to take the state licensing examination; successful completion of which entitles the nurse legally to practice nursing and to use the title "Registered Nurse" (R.N.).

Facilities, General Education and Professional

The general facilities of the Medical College combined with those of Augusta College, offer excellent opportunities for a balanced program of liberal and professional education in the bachelors and masters program.

In addition to facilities for instruction as listed in the General Information Section of this **Catalog**, the School of Nursing utilizes health care institutions, including Gracewood State School and Hospital, Veteran's Administration Hospitals, University Hospital, Augusta Regional Hospital, Department of Human Resources, nursing homes, day and nursery schools, and other agencies selected on the basis of their contribution to the student's applying knowledge and developing skills related to continuity of patient care, health care services, and total health planning for individuals, families and communities.

The School of Nursing at Athens (SONAT) faculty and staff are combined with those of the University of Georgia to offer the complete BSN program in Athens. Clinical facilities utilize a wide variety of health care settings in primary, secondary and tertiary care including the Athens General Hospital, St. Mary's Hospital, University Health Service, Department of Human Resources, day care centers, schools, nursing homes and many other health-related agencies.

The School of Nursing at Savannah (SAVSAT) faculty and facilities combined with the Joint Graduate Program of Armstrong State-Savannah State College and a large number of health care agencies, hospitals, schools and industries enable a graduate student to complete the Master of Science program in Savannah.

Fees and Expenses

See the General Information section of this **Catalog** for matriculation and other general fees; dormitory housing, food, hospitalization and life insurance premiums.

Estimated additional expenses and fees for nursing students include approximately \$500-\$600 for books and supplies per academic year. There is a one time

cost of approximately \$300 for nursing school uniforms (sophomore or junior year) and the Georgia Board Exam fee of \$45 in the senior year for undergraduate students.

Current information on estimated costs for personal expenses, transportation, and off-campus housing can be secured from the Office of Academic Admissions.

Financial Aid and Employment Opportunities

The Student Financial Aid Bulletin may be obtained by writing to the financial Aid Office. A limited number of part-time employment opportunities are available through the MCG Personnel Office.

Students may enroll in the student Army or Navy Nurses Corps beginning with either the junior or senior year.

An application form on which you may apply for any of the programs listed in the brochure may be secured by writing the Financial Aid Office.

Employment opportunities for nursing students are available in local health care facilities in Augusta, including MCG's Talmadge Memorial Hospital, University Hospital, St. Joseph's Hospital and Doctors Hospital. Nursing students also have opportunities for employment in hospitals in Athens and Savannah.

Student Organizations and Activities

Students in the school of Nursing participate in the social, cultural and student development activities and organizations of both the Medical College of Georgia and Augusta College.

An Honor Society was organized in 1969. It was chartered as Beta Omicron Chapter, Sigma Theta Tau, Incorporated, 1974. Chapter membership of alumni, students, and faculty totals 550 in 1979.

In addition to the regular activities at the college, students in Nursing may belong to class organizations and the Association of Nursing Students.

Non-Academic Exclusion

Any student may be denied permission to continue enrollment in the School of Nursing if in the opinion of the faculty, the student's knowledge, character or mental or physical fitness cast grave doubts upon his/her potential capabilities as a nurse.

The Bachelor of Science in Nursing Program

Objectives of The Baccalaureate Nursing Program

Upon completion of the Baccalaureate Nursing Program, the graduate will be able to:

1. Utilize the nursing process to provide comprehensive service that promotes and maintains the health of clients.
2. Evaluate theoretical and empirical knowledge from the physical, biological and behavioral sciences, and the humanities for nursing practice.
3. Utilize nursing theory as the basis for making nursing practice decisions.
4. Evaluate research for application to nursing theory and practice.
5. Evaluate the outcome of health education to clients.
6. Collaborate with relevant publics and members of the health team to provide and evaluate health care delivery.
7. Enact nursing roles based upon the analysis of societal forces affecting health and nursing.
8. Demonstrate responsibility with accountability for nursing practice.
9. Participate in activities for continued personal and professional development.
10. Demonstrate leadership in professional nursing practice and as a member of the community.

Admission Criteria: BSN Program

Scholastic Aptitude Test scores
Cumulative GPA, with some preference given for outstanding grades in courses supportive to nursing
Completion of any prerequisite course work
Preference to Georgia residents
Personal interview, if requested by the School
References
Minimum age of 16 years to enter freshman class as required by Georgia Board of Nursing
High School graduation or its equivalent is required

Application Procedures

Application forms with instructions for completing the admission procedure may be obtained from the Office of Academic Admissions. Application for each

entering student must be filed completed (including all transcripts and other admission requirements) preferably by May 1st and no later than August 1st for the Fall Quarter admission. Early application is encouraged.

Transcripts from all high schools, colleges, or other higher educational institutions are part of the application and are necessary to determine admission eligibility. CEEB-SAT scores must be submitted and should either be requested from Educational Testing Services or should appear on the student's college transcript for undergraduate applicants.

All completed applications received before the stated deadlines are given careful consideration; however, not all applicants are admitted.

Non-Degree Applicants

A student seeking to enroll for nursing courses as a special student, non-degree seeking, should contact the Office of Academic Admissions for additional information and an application.

Transfer Credit

Only courses with a grade of C or better will be accepted for transfer into the BSN program. Any credit which is more than ten years old or from unaccredited institutions is subject to validation to the satisfaction of the faculty. Applicants transferring general education credit not earned in a unit of the University System of Georgia are required to meet the general requirements of the Core Curriculum of the University System of Georgia.

School policy permits completion of certain subject exams offered through the College Level Examination Program (CLEP) to be accepted for credit in the core curriculum.

Transfer Information for RN Applicants

Registered Nurse students, graduating from an associate degree nursing program or diploma nursing program, will be eligible to transfer into the BSN program in the fall after taking the State Board Test Pool Examination. These students will enroll for general education courses to complete the 75 quarter hours of required core curriculum; they will then have opportunities for advanced placement in the BSN program, according to performance on challenge examinations in sophomore and selected junior level nursing courses. Information about nursing challenge examinations may be obtained from the School of Nursing.

University System and Legislative Examination Requirements

All undergraduate students are required to meet Board of Regents and Legislative examination requirements. These exams include the Regents Testing Program Examination and the examinations on the Georgia Constitution and history and the U.S. Constitution and history. Details regarding these required exams are published in the MCG general information section of this Catalog and should be carefully read and understood by all applicants. CLEP exams do not meet these requirements.

Core Curriculum Requirements

All bachelors degree students must complete at least 90 quarter hours of core curriculum (or general education) courses in accordance with Board of Regents requirements. The core curriculum for School of Nursing students is presented below by area:

Area I—Humanities	Quarter Hours
English composition I	5
English composition II	5
Humanities elective	5
Humanities elective	5
Total	20

Area II—Mathematics and Natural Science	Quarter Hours
General chemistry with lab	5
General biology with lab	5
Sequential chemistry or biology with lab	5
College algebra/college mathematics	5
Total	20

Area III—Social Sciences-History	Quarter Hours
American history	5
American government	5
Introductory sociology	5
Introductory psychology	5
Total	20

Area IV—Courses Supportive to Nursing	Quarter Hours
Human growth & development	5
Human anatomy	5
Human physiology	5
Natural science elective	5
Advanced psychology or sociology	5
Microbiology	5
Total	30

Total core curriculum 90

Meeting Core Curriculum Requirements

The core curriculum requirements are met by entering freshmen, transfer sophomores or transfer juniors as shown below:

Students Entering As Freshmen

The entire core curriculum requirement will be satisfied while enrolled as a School of Nursing student. These core curriculum courses will be taken at Augusta College or the University of Georgia depending upon the campus (Augusta or Athens) where the student is accepted. The student enrolls for the courses through the Medical College in accordance with MCG registration procedures, and not by direct enrollment with the offering institution.

Students Transferring Into The Program As Sophomores

In order to transfer in as a sophomore, a student should have completed 45 quarter hours of core curriculum prior to transfer, including the following courses:

	Quarter Hours
English composition I & II	10
College math or algebra	5
Introductory psychology	5
Introductory sociology	5
General chemistry with lab	5
General biology with lab	5
Sequential chemistry or biology with lab	5
An additional 5 quarter hours from the following:	
American history, American government, humanities elective, natural science elective	5
Total	45

Students Transferring Into The Program As Juniors

Students applying to enter as transfer students who have completed at least 75 quarter hours of the core curriculum requirements may be considered for admission with junior class standing.

Bachelor of Science in Nursing Curriculum

The baccalaureate curriculum plan specifies required courses and sequence in each of the four years of the BSN program. Students may complete all requirements for the BSN degree while enrolled as an

MCG nursing student in Augusta or Athens, or they may transfer in after one or two years of general preparatory work elsewhere. A minimum of 45 quarter hours of nursing course work must be earned in residence. There is one curriculum plan, with the same nursing course numbers, titles and descriptions for all MCG nursing students in the baccalaureate program. The curriculum focuses on the knowledge and practice of nursing and draws on relevant arts, sciences and the humanities.

During the freshman year, students enroll in the general education courses (core curriculum) at either Augusta College or the University of Georgia depending upon the campus (Augusta or Athens) to which the student is accepted.

All undergraduate nursing students shall take the courses below, in addition to the general education core requirements, to complete the BSN degree requirements. The nursing courses are taken in sequence beginning the sophomore year or the junior year, depending on whether the student enters as a sophomore or junior. In the junior and senior years, students will concentrate study in nursing theory and practice and continue study in general education.

Courses		Quarter Hours
NSG 322	Nursing Process	5
NSG 333	Mental Health-Psychiatric Nursing I	5
NSG 349	Introduction to Family Nursing	5
NSG 334	Mental Health-Psychiatric Nursing II	5
NSG	Nursing Elective	5
NSG 345	Adult Nursing I	5
NSG 490	Introduction to Clinical Nursing Research	5
NSG 351	Family Nursing I	5
NSG 346	Adult Nursing II	5
NSG 417	Community Health Organization	5
NSG 453	Trends in Nursing	5
NSG 347	Adult Nursing III	5
NSG 352	Family Nursing II	5
NSG 419	Community — Family Health Services	5
NSG 489	Leadership and Management in Health Care	5
NSG 493	Applied Nursing Theory	5
OR	Other Elective	5
NSG 494	Practicum in Professional Nursing	10
	Total	90

Academic Eligibility and Promotion Standards

Students in the baccalaureate nursing program must attain a cumulative GPA of 2.0 in all residence work to enter the senior year. A grade of "C" or better is required in all undergraduate nursing courses (designated NSG).

Taking the National League for Nursing baccalaureate level achievement tests are promotion and BSN graduation requirements. Information and policy regarding these tests will be posted in the School of Nursing.

See the Academic Probation, Suspension and Dismissal Policy in the General Information section of this **Catalog** for MCG policy in these areas.

See Non-Academic Exclusion in the School of Nursing general information section for school policy in this area.

Dean's List and Honors

Qualifying undergraduate students may be designated for Dean's List and/or graduation with honors. Qualifications are stated in the MCG General Information section of this Catalog.

BSN Graduation Requirements

In addition to the undergraduate graduation requirements specified in the MCG General Information section of this Catalog, the following requirements have been established for the BSN degree:

1. A grade of C or better for all undergraduate courses designated as NSG.
2. A MCG cumulative grade point average of 2.0 for all courses in residence.
3. Completion of the NLN Baccalaureate level achievement examination at a satisfactory level.
4. Completion of at least 45 quarter hours in residence.

The Master of Science in Nursing Program

The graduate program leading to the Master of Science in Nursing builds on the Bachelor of Science in

Nursing degree. In turn, the curriculum of the master's program is designed to provide a basis for doctoral studies in nursing.

The masters program in nursing offers a major in the departments of Adult Nursing, Maternal-Child Nursing, Mental Health-Psychiatric Nursing, and Community Health Nursing. In addition, courses are offered for functional role development in the areas of administration, clinical specialization, or teaching. Courses in continuing education are offered. Other required and elective general education or cognate courses may be taken which are supportive of the clinical and functional components.

The curriculum is designed to provide flexibility in meeting the individual needs of students while maintaining a sound academic program. Students may increase clinical nursing or functional content, broaden the program, and secure a variety of educational experiences by selection of elective courses. Students who have an interest may develop knowledge and/or skills in continuing education, research, computer science, or primary care. All of the programs stress the theory and practice of nursing, the contemporary role of the nurse in the delivery and evaluation of health care, and the client advocacy role of the professional nurse. Each student is urged to explore educational and professional goals with the major faculty advisor and to maintain a close liaison with the advisor throughout the program of studies.

Seventy-five quarter hours of credit or five quarters of full time study (fifteen quarter hours credit per quarter) are required to complete the Master of Science in Nursing degree. Students wishing to complete the program in five quarters should enter the program during the summer or fall quarter. Otherwise, students may enter the program during any quarter and progress through the program on a part-time basis. Degree requirements must be met within five years following the initial enrollment. Course work is available during the summer quarter; however, students will probably need to attend during some other quarters in order to expedite completion of the program.

The policy of the School of Nursing permits a student to transfer twenty-five quarter hours of credit, or fifteen semester hours, in the general education courses, providing the coursework fulfills the requirements of the curriculum plan and are no more than five years old at the time of enrollment. Transfer credit cannot be awarded until the student is enrolled at the Medical College of Georgia. However, any student planning to take courses for later transfer to the Medical College of Georgia should do so with advisement from the appropriate department chairman or the Associate Dean for Graduate Programs. Appropriate graduate courses taken at the Armstrong State College/Savannah State College Joint Graduate Pro-

gram or at the Augusta College will meet regular enrollment requirements at the Medical College of Georgia, School of Nursing and will not be considered as transfer courses.

A satellite of the graduate program in nursing is located at Savannah, Georgia. MCG School of Nursing faculty are in residence there, and are responsible for the nursing courses. Non-nursing courses are offered through the Armstrong State College-Savannah State College Joint Graduate Studies Program. Both nursing and general education offerings are more limited than on the Augusta campus. Because of this, students should verify the availability of clinical and functional components before final plans are made. Students enrolled on one campus may wish to take one or more courses on the other campus.

Objectives of the Masters Nursing Program

Upon completion of the Master's Program in Nursing, the graduate will be able to:

1. Test theoretical models in the advanced practice of nursing.
2. Articulate a well defined personal philosophy of nursing consistent with the clinical and functional roles developed.
3. Create and test evaluative instruments for the improvement of nursing practice, education, or administration.
4. Design and conduct a research project that demonstrates initial research competency.
5. Monitor change in the nursing profession and influence its direction through involvement in professional organizations.
6. Demonstrate a commitment to life long learning.
7. Support implementation of the nursing process with advanced theoretical and empirical knowledge from the physical, biological and behavioral sciences and the humanities.
8. Integrate clinical nursing expertise with competency in a selected functional role.
9. Demonstrate nursing leadership within the health care system.
10. Collaborate with relevant publics and members of the health team to plan, provide and evaluate health care delivery.

Admission Criteria

A Bachelor of Science in Nursing degree with an upper division major in Nursing.
Graduate Record Examination Aptitude Test results.
Evidence of academic ability; a baccalaureate GPA of 2.8 or higher on a 4.0 scale.

A minimum of one year of experience as a Registered Nurse.
 Evidence of current professional nurse licensure; must obtain a Georgia license prior to enrollment.
 Interview with designated faculty in major department.
 Three letters of recommendation from employers, educators, or professional colleagues.

Curriculum

Inherent in the philosophy of the graduate program in nursing is the concept that the master's prepared nurse demonstrates competency in the chosen clinical area and in the functional area of performance. It is, therefore, necessary that the applicant indicate a major clinical and functional area of interest when seeking additional information concerning the curriculum. Although a thesis is not required for the degree, there is a research component in the program. This component is seen as a vital part of graduate study.

1. **Common core courses:** Content in nursing theory and research is included in the common core. A basic clinical core course is also required of all students. Since graduate students come from such diverse backgrounds, the ten hours of common core courses help to focus their experiences and expectations for the graduate program.
2. **Electives:** Twenty hours of general education and nursing courses are provided as electives to supplement and support the clinical and functional areas.
3. **Departmental core courses, the clinical major:** Twenty hours of coursework in the clinical major are provided. These courses offer students an opportunity to apply in the client-care situation those concepts inherent in the clinical areas of study. A laboratory experience accompanies such courses.
4. **Functional component:** Courses are offered to assist the student in functional role development as an administrator, clinical specialist, or teacher. Fifteen quarter hours are considered minimum for this purpose.
5. **Thesis or Investigation:** Ten hours have been allotted for students to utilize the research skills learned in the common core research course. Students are also encouraged to take statistics as a cognate if they plan to do a thesis. Students who elect to do an investigative study rather than a thesis may select another research-related course to meet the required hours.

Academic Standards

Graduate nursing students are expected to attain a GPA of 3.0 by the end of thirty quarter credit hours and

maintain this GPA for the remainder of the graduate program. A grade of B or better is required for all courses in the nursing major. Admission to the graduate program does not constitute candidacy for this degree. The MSN degree is awarded upon recommendation of the faculty after completion of all requirements for the degree. Admission, promotion and graduation requirements are the same on the Augusta and Savannah campus.

Whenever any student falls below the specified average, the student shall be on academic probation and subject to suspension. Information about academic assistance, counseling and appeal procedures is available in the Offices of the Dean and Associate Deans for the graduate programs.

See the School of Nursing general information section for information on non-academic exclusion.

Graduation Requirements

MSN degree candidates must meet the following requirements to qualify for graduation:

1. Recommendation by the faculty for graduation.
2. Satisfactory completion of a minimum of 75 quarter hours of approved coursework.
3. A grade of B or higher in all courses in the Nursing Major.
4. An overall MCG grade point average of 3.00 for all courses in residence.

Course Descriptions

Lecture-lab-credit hours are shown as (3-2-4 hours).

Adult Nursing

E. Tatro, Chairman; L. Ault; E. Bevis, Jr. Billiue; M. Brandon; L. Burrell; S. Butler; M. Chew; G. Clayton; J. Dukes, E. Eberhart; D. Fair; J. Flannery; L. Gundry, L. Jowers; P. Lillis; N. Miller and M. Sacksteder.

NSG 345. Adult Nursing I. (4-3-5 hours)
 Prerequisite: NSG 322

A study of the concepts of health and adaptation in adult clients. Students utilize the nursing process in the care of selected adult clients in the acute care setting.

NSG 346. Adult Nursing II. (4-3-5 hours)
 Prerequisites: Human Anatomy and Physiology
 NSG 333, NSG 349, NSG 345

Students demonstrate the use of the nursing process in the care of adult clients with a variety of health problems in acute care settings. Concepts of adaptation and health that occur throughout differing adult developmental stages are studied.

NSG 347. Adult Nursing III. (2-9-5 hours)

Prerequisite: NSG 346

Continued study of the concepts of health and adaptation that occur throughout differing adult developmental stages. Students utilize the nursing process in the care of groups of adult clients with multiple health problems.

NSG 605. Pathophysiology for Nursing Practice. (5-0-5 hours)

Prerequisite: Recommend Physiology course in the past 5 years

Human responses to stressors and the resulting protective, local and systemic adaptations in individuals are studied. Causative mechanisms of disease and broad aspects of disease manifestation are emphasized.

NSG 606. Health Assessment. (3-8-5 hours)

Prerequisite: Graduate Standing

A course designed to provide the student with skills in physical examination, history taking, and basic laboratory procedures requisite to establishing a data base to determine a client's health status.

NSG 701. Nursing of Acutely Ill Adult. (3-8-5 hours)

Prerequisite: NSG 730

Experience in using the nursing process for biopsychosocial and developmental assessment of clients with acute health problems frequently encountered by adults. Emphasis is placed upon use of the derived data base to formulate nursing diagnoses; prevent, reduce or eliminate operant stressor; and enhance modes of adaptation.

NSG 702. Nursing of the Chronically Ill Adult. (3-8-5 hours)

Prerequisite: NSG 701

A continuation of NSG 701 with experience in caring for adults with chronic health problems.

NSG 704. Practicum: Teaching Adult Nursing. (3-8-5 hours)

Prerequisites: NSG 703A and B; EDU 700, 701

A course designed to assist students in generating new alternatives and expanding old ones for teaching nursing. Experiences are provided in selecting and implementing a variety of learning strategies.

NSG 705. Clinical Specialist Practicum in Adult Nursing. (4-24-10 hours)

Prerequisites: NSG 701, NSG 702, NSG 734

This course is designed to assist the student to synthesize the knowledge and experiences gained in the preceding courses in the major by implementing and evaluation of a role as a clinical specialist in a setting of choice.

NSG 801. Special Topics in Adult Nursing. (3-8-5 hours)

Prerequisites: NSG 701, NSG 702

A course in which nursing care in a selected subspecialty of the health care of adult clients is analyzed. Students will gain experience in a variety of settings with clients who are experiencing actual or potential threats to health.

Community Health Nursing

A. Tetreault, Chairman; B. Anderson; J. Cole; J. Valerie King; D. Meeks; N. Ngo; P. Shulko; P. Sykes; D. Zajac.

NSG 304. Principles of Nutrition. (3-0-3 hours or 5-0-5 hours)

A study of the basic principles of nutrition and their application to the quality of an individual's health throughout the life span.

NSG 324. Nursing in Human Loss and Grieving. (3-0-3 hours)

Prerequisite: Junior standing; elective

Study of the conceptual models of loss, grief, death, and dying and their application in the nurse client and group interactions. Emphasis is placed on the theories of caring, development, adaptation, and ethics in nursing interventions with these clients.

NSG 326. Nursing in Human Sexuality. (5-0-5 hours)

Prerequisites: NSG 322 and at least one other clinical nursing course; elective

The study of biological and cultural determinants of sexual behaviors. Health issues and value systems related to sex and sexual relationships are studied in relation to their effects on and implications for professional nursing practice. Reviewing each psychosexual stage of development, the sexual needs and adaptive problems are identified, and the various nursing interventions are examined. Emphasis is placed on the development of communication skills, methods of reducing anxiety, and methods of sex education as professional nursing roles.

NSG 454. Ethical Considerations in Health Care (Open). (3-0-3 hours)

Prerequisites: Senior standing; elective

An introduction to bioethics and critical thinking applied to health care. Emphasis is placed on consideration of collegial relationships and the practice of ethical decision making in case studies in biomedical situations.

NSG 417. Community Health Organization. (3-6-5 hours)

Prerequisites: NSG 322, NSG 333, and NSG 349

This course involves a study of the background, new developments, issues and trends in health care delivery at local, state, and national levels. The objectives, sponsorship and requirements of major health programs are considered. Emphasis is placed on financing, organizing and delivery of health services. The course includes a survey of the community's attempts to meet its major health problems and an introduction to epidemiology and biostatistics.

NSG 419. Community-Family Health Services. (3-6-5 hours)

Prerequisites: All 300 level courses

An in-depth study of the delivery of care to families and groups of clients with emphasis on prevention and health maintenance. Assessment, interviewing, and teaching skills are stressed in determining the nursing intervention strate-

gies to promote and maintain the health of families and groups of clients in the community. Interdisciplinary approaches to health services for clients and the community are emphasized.

NSG 421. Occupational Health Nursing. (4-3-5 hours)

Prerequisite: Senior standing; elective

Application of the nursing process for the purpose of conserving, promoting and restoring the health of individuals and groups through their place of employment. Includes the social and health characteristics of the working population, legal aspects, and functions and organization of occupational health programs at the plant, state, and federal levels. Environmental factors and federal standards are included.

NSG 713. Perspectives in Adult Nursing. (3-8-5 hours)

Prerequisites: NSG 606 and NSG 709

An overview of the major health problems experienced by adults. Clinical advances are studied as these affect the nursing clinical specialist's role in providing primary health care to individuals and families. Theories of nursing, adaptation and development are applied and tested in client care experiences in primary care settings.

NSG 714. Practicum I: Family Nurse Clinician. (1-16-5 hours)

Prerequisites: NSG 506, NSG 709, NSG 710B, NSG 713, PHY 590, EDU 702

Students are provided the opportunity in a program of individualized study to apply and synthesize previous knowledge through providing primary nursing care to clients and families in a family practice setting. This experience will be gained with the guidance of preceptors.

Students are expected to test, adapt, evaluate and refine nursing protocols for health care in the clinical setting. When feasible, students will initiate or participate in research designed to improve the delivery of health care.

NSG 715. Practicum II: Family Nurse Clinician. (1-16-5 hours)

Prerequisite: NSG 714

A continuation of the Family Nurse Clinician practicum experience aimed at a synthesis of theory and practice. Emphasis is on evaluation and refinement of the student's practice. The students will gain increased accuracy and efficiency in performing skills which will enable them to work with an increasing number of clients.

Maternal Child Nursing

C. Foster, Chairman; P. Akery, M. Broome; S. Hobbs; D. Maher, J. Sisk; J. Stump, D. Sweeney.

NSG 349. Introduction to Family Centered Nursing. (4-3-5 hours)

An introduction to family-centered nursing with emphasis on meeting the health needs of the well family in the child bearing and child rearing years. Students implement their

learning by observing and assessing care for families in a variety of community settings.

NSG 351. Family Nursing I. (3-6-5 hours)

This course focuses on the concept of the levels of wellness and deviations from wellness of childbearing as involving the entire family unit. Emphasis is placed on the psychosocial, physical, and cultural developmental principles which aid the professional nurse in formulating, analyzing and evaluating a family care program.

NSG 352. Family Nursing II. (3-6-5 hours)

This course deals with families who exhibit pathological conditions and/or abnormal coping mechanisms during the childrearing years. The role of the nurse in caring for childrearing families will be stressed. Emphasis will be on utilizing the nursing process to meet individual and family needs.

NSG 354. Nursing in the Childbearing Family (Elective). (2-9-5 hours)

The course will focus on the maternity cycle and the family. The student will have the opportunity to gain clinical experience within the chosen component of the childbearing cycle.

NSG 355. Nursing in the Childrearing Family (Elective). (2-9-5 hours)

The course will focus on the childrearing period of the family. The student will have the opportunity to gain clinical experience within the chosen component of the childrearing cycle.

NSG 420. School of Nursing (Elective). (4-3-5 hours)

Prerequisite: Senior standing

An in-depth study of the nursing process as used in the school health program; the organizational patterns in which the school nurse practices, and the legal aspects pertaining to preventive and emergency care.

NSG 709. Family and the Health Care System. (4-4-5 hours)

Prerequisites: NSG 730, NSG 710 concurrently

This course focuses on the reproductive family within the health care system. Emphasis is on family structure, development, dynamics and adaptive mechanisms that assist the family in meeting their health needs. Each student will follow a reproductive family in the community through a childbearing cycle.

NSG 710. Maternal-Child Nursing. (4-4-5 hours)

Prerequisites: NSG 730; NSG 709 concurrently

This course is designed to use nursing, adaptation, and developmental theories and current Maternal-Child Nursing concepts during the maturational crises of the childbearing and childrearing periods. Focus of the course will be upon establishing professional goals and formulating a plan of care for clients based on conceptual and theoretical constructs.

(Not open to students who have completed 710A)

NSG 711. Practicum: Teaching Maternal-Child Nursing. (3-8-5 hours)

Prerequisites: NSG 709, NSG 710 A&B, EDU 700, EDU 701

NSG 718. Maternal-Infant Nursing. (4-4-5 hours)

Prerequisite: NSG 709, NSG 710

This course is designed to provide the student with indepth knowledge of maternal and infant clients. The focus of the course is on clients who are undergoing a situational crisis during the perinatal period. Theories of adaptation, nursing and development will be utilized in providing care to high risk clients.

NSG 719. Pediatric Nursing. (3-8-5 hours)

Prerequisites: NSG 709, NSG 710

This course is designed to provide the student with indepth knowledge of pediatric nursing. The focus of the course is on pediatric clients and families who are experiencing a situational crisis. Adaptation, nursing and developmental theories will be utilized in providing care to clients.

Mental Health-Psychiatric Nursing

L. Ellis, Chairman; J. Graves; M. Hamilton; B. Hamm; M. Killeen; J. Murray; L. Ryan; I. Schepartz, J. Sundberg.

NSG 304. The Creative Process (Open). (3-5 hours) (3-0-3) OR (5-0-5 hours)

The focus of this course is on the human potential for learning and adaptation by use of creative process. The student will be directed through a set of twelve modules in order to increase or initiate the development of creative competencies and strategies when faced with a situation or problem in health care.

NSG 333. Mental Health-Psychiatric Nursing I. (2-9-5 hours)

This is the first of two courses which concentrates on the study of client behaviors resulting from developmental and situational stress. The focus is on the maintenance of mental health by assisting the client to learning more effective adaptive behaviors. Students will be exposed to a variety of communication theories and techniques. The students will be assisted to choose the techniques most compatible with their individual personalities. Specific nursing behaviors, including the application of the nursing process, are acquired to enable the nursing student to meet the needs of the client.

NSG 334. Mental Health-Psychiatric Nursing II. (4-3-5 hours)

This is the second of two courses which concentrate on the study of client behaviors resulting from developmental and situational stress. The course focuses on the psychopathological conditions and the restoration of appropriate adaptive functioning. The students will use the nursing process to plan, implement, and evaluate nursing interventions specific to clients experiencing emotional stress.

NSG 380. Applied Group Dynamics. (4-2-5 hours)

Prerequisites: Completion of NSG 322, 333, 349

This course is designed to enable undergraduate nursing students, using previous academic and personal experiences,

to build a basic framework for the study, analysis, and use of the theories and principles of group behavior.

EDU 621. Group Dynamics (Open). (4-2-5 hours)

An experiential group course utilizing didactic material and participation in group exercises.

NSG 720. Mental Health-Psychiatric Nursing and the Individual Client. (4-4-5 hours)

The focus of the course is Community Mental Health and various theories of psychotherapy. There is concurrent clinical application of theory in selectd settings. (Not open to students who have completed NSG 721A).

NSG 721. Mental Health-Psychiatric Nurse as a Group Therapist. (4-4-5 hours)

Prerequisites: NSG 720. (Not open to students who have completed NSG 721B).

This course explores advanced theories of psychopathology and broadens the knowledge and skills in group therapy. There is clinical application of this knowledge in selected settings.

NSG 722. Practicum: Teaching Mental Health-Psychiatric Nursing. (4-3-5 hours)

Prerequisites: NSG 720, 721 (721A and B), EDU 700, EDU 701

NSG 723. Practicum: Clinical Specialization Mental Health-Psychiatric Nursing. (2-12-5 hours)

Prerequisites: NSG 720, NSG 721

The course is designed to assist students in applying the knowledge and experience gained in preceding courses by allowing him to design, implement, and evaluate a role as clinical specialist in a selected setting.

NSG 724. Mental Health-Psychiatric Nurse as a Family Therapist. (4-4-5 hours)

Prerequisite: NSG 723

Emphasis in this course will be the roles of the nurse as therapist. Theories of family therapy, consultation and supervision will provide the opportunity to practice advanced skills essential in independent and interdependent practice. Research methodology will be utilized in evaluating mental health and psychiatric nursing theory into advanced clinical practice.

NSG 725. Advanced Clinical Application of Mental Health-Psychiatric Nursing Principles. (2-12-5 hours)

Prerequisite: NSG 724 or consent of Instructor

The purpose of the course is to provide the opportunity for students to synthesize knowledge and skills in mental health-psychiatric nursing. The student will choose an area of interest, formulate objectives, and identify and apply theoretical and empirical knowledge needed for practice.

NSG 784. Dimensions of Professional Inquiry. (5-0-5 hours)

The use of the investigative method in analysis and synthesis of role theory and change theory specifically focused on the processes used by the nursing profession in designing, testing and implementing programs of health services and professional education.

Nursing Administration

D. Arnold, Acting; S. Bruno; P. Hoff; S. Frazier; E. Stringer

NSG 453. Nursing Trends. (5-0-5)

An analysis of the trends and current problems in nursing education programs and to the practice of professional nursing.

NSG 489. Principles of Leadership and Management in Health Care. (5-0-5 hours)

Introductory course to leadership and management principles and concepts applied to nursing. Focus of the course is on the leadership role of the professional nurse in directing the management of patient care.

NSG 490. Introduction to Clinical Nursing Research. (5-0-5 hours)

Analysis of selected clinical nursing research studies including criteria of significance and methodology; evaluation of research findings for applicability in nursing theory and practice. Report of a selected research problem in nursing practice.

NSG 740. Theoretical Base of Nursing Administration in Health Agencies. (5-0-5 hours)

Administrative structure and organizational design are considered in the conceptualization of a nursing organization. Internal and external factors affecting the delivery of health care are explored.

NSG 741. Guided Clinical Study in Nursing Administration. (3-8-5 hours)

This course focuses on organized study of a functioning patient care unit in a selected nursing setting. The student develops a proposed system for nursing care delivery in the unit.

NSG 742. Practicum in Nursing Administration. 5-10 hours (2-32-10 hours) OR (1-16-5 hours)

The practicum, served under guidance of the preceptor and the faculty, provides the student with opportunities to analyze and evaluate organizational effectiveness in the management of a nursing service department.

NSG 781. Advances in Clinical Practice. (5-0-5 hours) Prerequisite: Graduate standing

An analysis of how theories, scientific knowledge, societal forces, technology, and health policy affects changes in clinical nursing practice. The course focuses on the present and developing professional roles and adaptive strategies to advance the knowledge base and the quality of nursing care.

NSG 745. Seminar in Administration of Continuing Education Programs. (5-0-5 hours) Prerequisite: EDU 705 or equivalent

A seminar focusing on the administration of Continuing Education. Resource consultants provide the dimension of reality and enhance the learners perception of the emerging discipline from the perspective of local, state and national

efforts. The concept of peer responsibility for fostering creativity is nurtured to facilitate attainment of individual and course objectives. The impact of multiple delivery systems, public service factors, professional efforts, non-traditional learning systems are some of the issues discussed.

NSG 746. Practicum: Administration of Continuing Education Programs in Nursing. (5 hours)

Prerequisites: EDU 705, NSG 745, NSG 748

The practicum consists of a field experience under the guidance of a preceptor supplemented by classroom sessions. The practicum serves as a synthesizing and discovery experience which provides opportunities for testing theory in the practice arena.

NSG 748. Program Planning for Continuing Education. (4-4-5 hours)

Prerequisites: EDU 705 and NSG 745

The course is designed to consider basic concepts of planning, conducting and evaluating continuing education programs. Learning activities centering on the process of planning for continuing education programs in light of vital contemporary issues.

Assessment of needs, creative programming and evaluation for adults, professional and societal mandates for excellence, funding considerations and implications for research in continuing education are some of the issues inherent in program planning decisions which are considered in this course. Learning activities are conducted in the classroom and through field experience.

Interdepartmental Course Descriptions

NSG 322. Nursing Process. (4-3-5 hours)

Introduction to nursing as a professional practice discipline concerned with the health of man in his society. Emphasis is focused on use of the nursing process in assessment and intervention procedures for health promotion and health maintenance of clients. Selected theories of nursing, adaptation and development are stressed for nursing application.

NSG 399. Independent Study. (Variable Credit)

NSG 493. Applied Nursing Theory. (5-0-5 hours)

Theories of caring, development, adaptation, learning and bioethics are applied and tested in the study of complex nursing problems of children and adults with selected physical and mental health problems. Learning experiences focus on the leadership responsibilities of the professional nurse in investigating, managing and evaluating nursing interventions of the basis of professional standards and patient care outcomes in acute care settings.

NSG 494. Practicum in Professional Nursing. (2-24-10 hours)

Intensive practice in the analysis, synthesis and application to practice of the knowledge, skills and attitudes of professional nurses. Students practice the leadership role of the professional nurse in assessment, planning, implementing and evaluating nursing care with clients. This course is open only to students in the final quarter of the senior year.

EDU 600. Educational Psychology (Open). (5-0-5 hours)

Theories of learning and their application in higher education.

EDU 605. Sociology of Health Care. (5-0-5 hours)

Utilizing relevant knowledge from sociology, anthropology, and psychology, this course focuses on analyzing how various social, cultural, and psychological processes and factors influence: (1) the perceptions and behavior of individuals and groups in both health and sickness; (2) the perceptions and behavior of health care professionals in the assessment and treatment of illness and disease.

EDU 700. Curriculum and Instruction in Higher Education (Open). (5-0-5 hours)

Provides the student with a knowledge of the curriculum of higher education. An attempt is made to show that curriculum as a whole is involved with objectives, content, strategies, teaching, and learning their interrelationships, and their involvement in the teaching-learning process.

EDU 701. Methods of Educational Evaluation in Higher Education (Open). (5-0-5 hours)

A systematic development of evaluation procedure appropriate to the evaluation of student performance. Considerations of validity and reliability, selected statistical procedures and the relationship.

EDU 705. The Adult As A Learner (Open). (5-0-5 hours)

A course designed to assist students in analyzing implications of psychological theories of adult development and learning preparatory to establishing learning needs, goals, strategies and evaluation plans suitable for the adult learner.

NSG 730. Nursing Theory. (4-4-5 hours)

This course provides an introduction to nursing theory as a base for the development of the discipline. Emphases will be placed on analysis of major nursing theories and testing them for clinical relevance.

NSG 732. Methods of Nursing Research. (5-0-5 hours)

Prerequisites: Basic statistics recommended

A systematic study of research methodologies appropriate to nursing; including research design; critical analysis of research reports; and the relationship of research to theory and practice. A review of the research literature in nursing and related disciplines will contribute to development of a plan of study of a nursing problem.

NSG 734. The Clinical Nurse Specialist. (4-4-5 hours)

Prerequisites: NSG 730, NSG 732, and department requirements

The student analyzes the role of the clinical nurse specialist. With faculty guidance, the student designs a role as a specialist for a selected setting. Critical content includes components of the role, forces which influence the role and strategies that operationalize the role. The clinical component consists of observation and data collection for the role analysis.

NSG 736. Teaching Strategies. (3-8-5 hours)

Prerequisites: EDU 700, EDU 701, and departmental requirements

The course is designed to assist the student in synthesizing a philosophy of teaching/learning, implemented by the use of selected teaching strategies in a variety of settings. The course facilitates the student's exploration of the role of the nurse educator. The supervised teaching experiences, an integral part of the course, are selected to achieve the student's learning goals.

NSG 921. Investigation of a Problem. (Variable Credit)

Prerequisite: Admission to candidacy

NSG 930. Research, Project, or Guided Elective Study. (Variable Credit)

Prerequisite: Admission to candidacy

appendixes

Appendix A

Members of the Board of Regents

Milton Jones, Columbus

Erwin A. Friedman, Savannah
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Marie W. Dodd, Roswell

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Jesse Hill, Jr., Atlanta

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James D. Maddox, Rome

Elridge W. McMillan, Atlanta

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Lamar R. Plunkett, Bowdon
Vice Chairman

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Carey Williams, Sr., Greensboro

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Vernon Crawford
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Vice Chancellor—Fiscal Affairs and Treasurer

Frank C. Dunham

Vice Chancellor—Facilities

Mario J. Goglia

Vice Chancellor—Research

Howard Jordan, Jr.

Vice Chancellor—Services

Harry B. O'Rear

Vice Chancellor—Health Affairs

Haskin R. Pounds

Vice Chancellor—Planning

Jerry M. Williamson

Vice Chancellor—Academic Development

James L. Carmon

Assistant Vice Chancellor—Computing Systems

Mary Ann Hickman

Assistant Vice Chancellor—Personnel

Robert M. Joiner

Assistant Vice Chancellor—Communications

Charles R. Nash

Assistant Vice Chancellor—Academic Development

Appendix B

Administration**President**

William H. Moretz

Provost

Lois T. Ellison

Vice-President and Treasurer

James A. Blissit

Dean, School of Allied Health Sciences

Raymond C. Bard

Dean, School of Dentistry

Judson C. Hickey

Dean, School of Graduate Studies

Sam A Singal

Dean, School of Medicine and Medical Director

Fairfield Goodale, Jr.

Acting Dean, School of Nursing

Doris S. Frazier

Dean Emeritus

Louise E. Grant

Director, Division of Systems and Computer Services

J. B. Mathews

Comptroller

H. Alan Campbell

Comptroller Emeritus

Thomas N. Dwyer

Director, Division of Biomedical Communications

Paul J. Brucker

Administrator for Hospital and Clinics

Donald C. Novak

Director, Division of Institutional Relations

James C. Austin

Director, Division of Internal Auditing

Donald C. Smith

Librarian

Thomas G. Basler

Director, Personnel Division

John C. Evers

Director, Division of Public Safety

Bruce Morgan

Director, Physical Plant Division

W. Clay Adamson, Jr.

Director, Procurement

Lewis K. Parrish, Jr.

Director, Division of Student Affairs

James B. Puryear

Associate Director

Bernard J. Abbott

Assistant Director and Registrar

Walter M. Jones, Jr.

Assistant Director, Minority Student Affairs

James E. Carter, III

Director of Financial Aid

Cheryl Wilkes

Director of Housing and Placement

George M. Martin

Coordinator of Academic Admissions

Elizabeth Griffin

Assistant Director of Financial Aid

Margaret Prince

Assistant Registrar

James McLeod

Coordinator of Campus Activities

Joy Jones

Admissions Counselor

Deborah Harris

Names Effective March 1979
Appendix C as compared as Pres. Fac. List

Faculty Listings

*Asterisk indicates Graduate Faculty Appointment.

- Abbott, Bernard J., Associate Professor, Health Education. Florida State University, B.S., M.S.; Michigan State University, Ph.D.
- *Abdel-Latif, Ata A., Professor, Cell and Molecular Biology. DePaul University, B.S., M.S.; Illinois Institute of Technology, Ph.D.
- Abdulla, Abdulla M., Assistant Professor, Medicine. University of Karachi, B.Sc.; Dow Medical College, M.B.B.S.
- Abele, Donald C., Professor, Dermatology and Medicine. Central Methodist College, B.A.; Washington University Medical School, M.D.
- *Abney, Thomas O., Assistant Professor, Endocrinology. University of Georgia, B.S., M.S., Ph.D.
- Aboul-Khair, Sidky A., Clinical Instructor, Medicine, American College, Assuit, Egypt; Alexandria, Egypt, M.D.
- *Abraham, Edathara C., Associate Research Professor, Cell and Molecular Biology. Kerela University, B.S.; University of Louisville, Ph.D.
- Adams, Homer G., Instructor, Surgery (Otolaryngology). Auburn University, B.A., M.S.,
- Adams, Sarah Chapman, Clinical Instructor, Physical Therapy. Medical College of Georgia, B.S.
- Agostas, William N., Clinical Professor, Medicine. Medical College of Georgia, M.D.
- Ahearn, A. Mason, Clinical Instructor, Surgery (Orthopedics). Cornell University, M.D.
- *Ahlquist, Raymond P., Charbonnier Professor, Pharmacology. University of Washington, B.S., M.S., Ph.D.
- Ahmann, Thomas M., Assistant Clinical Professor, Surgery. University of Missouri, A.B., M.D.
- Akhtar, Rashid A., Instructor, Cell and Molecular Biology. University of Punjab, B.S., M.S.; University of London, Ph.D.
- Akery, Phyllis R., Assistant Professor—SONAT, Maternal-Child Nursing. Medical College of Georgia, B.S.N., M.S.N.
- Alkis, Mary R., Clinical Instructor, Medical Record Administration. Southwestern at Memphis, B.A.
- Allen, Candace, Clinical Instructor, Medical Record Administration, Medical College of Georgia, B.S.
- *Allen, Lane, Professor Emeritus, Anatomy. University of Georgia, B.S., M.S.; Georgetown University, Ph.D.; Medical College of Georgia, M.D.
- Allen, Marshall B., Jr., Professor and Chief, Surgery (Neurosurgery). University of Mississippi, B.A.; Harvard University, M.D.
- *Allen, Virginia, Research Assistant Professor, Occupational Therapy. Indiana University, B.S.; Medical College of Georgia, M.H.E.
- Allison, J. Richard, Clinical Professor, Dermatology. University of North Carolina, A.B.; Medical College of South Carolina, M.D.
- Allison, Trenton B., Adjunct Assistant Professor, Pharmacology. University of Utah, B.A., Ph.D.
- Allmond, Reamer W., Clinical Instructor, Pedodontics. Medical College of Georgia, D.M.D.
- Alperin, Henry, Assistant Clinical Professor, Radiology. University of Richmond, B.S.; Medical College of Virginia, M.D.
- Althisar, Henry M., Associate Professor, Medicine. Medical College of Georgia, M.D.
- Alvarez-Mena, Sergio C., Associate Clinical Professor, Medicine. LaSalle College, B.S.; Matanzas Institute, B.S.; Havana School of Medicine, M.D.
- *Anderson, Ann S., Chairperson and Professor, Medical Technology. University of Georgia, B.S.; Medical College of Georgia, M.S.
- Anderson, Barbara, Assistant Professor, Community Nursing, SONAT. University of Pennsylvania, B.S., M.S.N.
- Anderson, Stanley J., Instructor, Restorative Dentistry. Medical College of Georgia, D.M.D.

Andrea, Aspacia Nina, Clinical Instructor, Medical Technology. Augusta College, B.S.

Anusavice, Kenneth, Assistant Professor, Restorative Dentistry. Worcester Polytechnic Institute, B.S.; University of Florida, Ph.D.; Medical College of Georgia, D.M.D.

Armitage, David T., Associate Clinical Professor, Psychiatry. Muskingum College, B.A.; State University of New York Upstate College of Medicine, M.D.

Armstrong, George F., Assistant Professor, Pediatrics. University of Georgia, B.S.; Duke University, M.D.

Armstrong, Jane E., Instructor, Neurology and Section of ENT. Armstrong College, A.A.; University of Georgia, B.S.

Arnold, Daisy, Assistant Professor, Nursing Administration. Medical College of Georgia, B.S.N.; M.S.N.

Arnold, McAlpin H., Assistant Professor, Family Practice. George Washington University, B.A.; M.D.

Assad, Ramzi T., Assistant Professor, Medicine, Hebrew University; Hadassah Medical School, Jerusalem, Israel, M.D.

Atkinson, Charles D., Assistant Clinical Professor, Orthodontics. New York University, D.D.S., M.S.D.

Aton, James K., Assistant Clinical Professor, Dermatology. Emory University, B.A.; University of Maryland, M.D.

***Ault, Leilee P.**, Professor, Nursing. University of Pennsylvania, B.S.N.E., M.S.

Aziz, Ezzat M., Associate Professor, Pediatrics. W. Middlesex Hospital, London, England, D.C.H.; Shams University, Cairo, Egypt, M.D.

Bagby, Pamela P., Instructor, Community Dentistry, Medical College of Georgia, B.S.

Bailey, Henry W., Assistant Clinical Instructor, Surgery. Medical College of Georgia, M.D.

Bailey, Joseph P., Jr., Associate Dean, Clinical Sciences (Medicine). Professor, Medicine. Chief, Rheumatology. Mercer University, B.S.; Medical College of Georgia, M.D.

Bailey, Tarver B., Clinical Instructor, Surgery (Urology). Texas Christian University, B.S.; University of Texas Medical Branch, M.D.

Bailey, Thomas E., Associate Clinical Professor, Pediatrics. Medical College of Georgia, M.D.

Baisden, C. Robert, Associate Professor, Pathology. West Virginia University, A.B.; West Virginia School of Medicine, M.D.

Ball, Henry F., Assistant Clinical Professor, Psychiatry. Mercer University, A.B.; Medical College of Georgia, M.D.

Bandisode, Madhukar S., Assistant Clinical Professor, Medicine. Grant Medical College—University of Bombay, M.B.B.S., B.Sc., M.Sc., M.D.

Barber, Robert, Clinical Instructor, Respiratory Therapy. Medical College of Georgia, B.S.

***Bard, Raymond C.**, Professor, Cell and Molecular Biology, Dean, School of Allied Health Sciences. College of the City of New York, B.S.; Indiana University, M.A., Ph.D.

Barfield, William E., Assistant Professor, Obstetrics and Gynecology. The Citadel, B.S.; Emory University, M.D.

Barfield, William E., Jr., Assistant Professor, Obstetrics and Gynecology. The Citadel, B.S.; Medical College of Georgia, M.D.

Barenie, James T., Associate Professor, Pedodontics. Indiana University, D.D.S.; University of Rochester, M.S.

Barnwell, Cleora W., Instructor, Medical Technology. University of Florida, B.S.

***Barrett, J. Michael**, Assistant Professor, Anatomy. University of Northern Colorado, B.A.; Tulane, Ph.D.

Barton, Betty, Instructor, Pathology. University of South Carolina, B.S., M.S.

Basler, Beatrice K., Assistant Professor, Library Science. Syracuse University, A.B.; Rutgers University, M.L.S.

Basler, Thomas G., Director of Libraries and Associate Professor, Library. University of Miami, B.Ed.; Florida State University, M.S.

Bass, Dianne Godwin, Clinical Instructor, Medical Record Administration, Medical College of Georgia, B.S.

Bass, William T., Assistant Clinical Professor, Pedodontics. Emory University, D.D.S.

- Batthey, Louis L.**, Clinical Professor, Medicine. College of the Holy Cross, B.S.; Medical College of Georgia, M.D.
- Battle, Lucius W., Jr.**, Assistant Clinical Professor, Prosthodontics. Emory University, D.D.S.
- Bays, Robert A.**, Associate Professor, Oral Surgery and Surgery. West Virginia University, D.D.S.
- Bazemore, J. Malcolm**, Clinical Professor Emeritus, Medicine. Medical College of Georgia, M.D.
- Beaver, Melissa P.**, Clinical Instructor, Medical Record Administration. Medical College of Georgia, B.S.
- Beck, Angela Y.**, Clinical Instructor, Associate Dental Sciences, Medical College of Georgia, B.S.
- Beckham, Richard W.**, Associate Professor and Chairperson, Respiratory Therapy. University of Florida, B.S., M.Ed.
- Beckwith, Martin M.**, Associate Clinical Professor, Surgery. Marquette University, M.D.
- Becton, James L.**, Assistant Professor (Orthopedics), Surgery. Wake Forest College, B.S.; University of Minnesota, M.S.; Medical College of Georgia, M.D.
- Beeson, C. Walker**, Assistant Clinical Professor, Medicine. University of Georgia, B.S.; Medical College of Georgia, M.D.
- Belk, Beverly**, Associate Professor, Pediatrics. Mercer University, A.B.; Medical College of Georgia, M.D.
- Bell, Ladean P.**, Clinical Instructor, Medical Technology. Utah State University, B.S.
- Bell, Ronald A.**, Assistant Professor, Pedodontics. Louisiana State University, D.D.S.
- *Bemis, Susan A.**, Associate Professor, Physical Therapy. San Diego State College, B.A.; University of California, B.S.; State University of New York, M.S.
- Benica, Robert H.**, Instructor, Physical Therapy. Princeton University, A.B.; University of Pennsylvania, Certificate in Physical Therapy.
- Bennett, James W.**, Professor, Pediatrics. Medical College of Georgia, M.D.
- Bennett, Robert**, Clinical Professor, Medicine. University of Minnesota, M.S.; University of Pittsburgh, B.S., M.D.
- Benton, Edred C.**, Associate Professor, Periodontics. Emory University, B.S.; Emory University School of Dentistry, D.D.S., M.S.D.
- Berens, Sanford V.**, Assistant Clinical Professor, Radiology. Dartmouth College, A.B.; Dalhousie University, M.D.
- Berg, Edward W.**, Associate Professor, Surgery (Orthopedics) and Associate Professor, Medicine (Rheumatology). University of Colorado, B.A., M.D.
- Berge, Donavon D.**, Assistant Professor, Oral Surgery. University of Minnesota, D.D.S.
- *Best, Gary K.**, Associate Professor, Cell and Molecular Biology. Southwestern State College, B.S.; Oklahoma State University, Ph.D.
- Bethencourt, A. V.**, Assistant Clinical Professor, Medicine. University of Florida, B.S., M.D.
- Bevis, Em O.**, Professor and Coordinator (SAVSAT), Adult Nursing. Emory University, B.S.N.; University of Chicago, M.A.
- *Bhalla, Vinod K.**, Associate Professor, Endocrinology. St. John's College, Agra University, B.S., M.S.; National Chemical Laboratory, Ph.D.
- Bhatti, Nazir A.**, Associate Professor, Surgery (Orthopedics). Government College, F.Sc.; King Edward Medical College, M.B.B.S.
- Bigger, John F.**, Associate Clinical Professor, Ophthalmology. Duke University, A.B.; Washington University School of Medicine, M.D.
- Billue, Joyce**, Instructor, Adult Nursing. Medical College of Georgia, B.S.N., M.S.N.
- Bishop, Emmett R., Jr.**, Assistant Professor, Psychiatry. University of Georgia, B.S.; Medical College of Georgia, M.D.
- Bittle, Charles R.**, Associate Clinical Professor, Anesthesiology. Bowman Gray School of Medicine, M.D.
- Black, Aileen J.**, Clinical Instructor, Medical Record Administration. Lees-McRae Junior College, A.A.; Memorial Mission Hospital, R.R.A.

- ***Black, Owen, Jr.**, Associate Research Professor, Medicine and Cell and Molecular Biology. University of Oklahoma, B.S.; University of Oklahoma Medical Center, M.S., Ph.D.
- Blalock, H. Sherman**, Assistant Professor, Surgery (Orthopedics). Shorter College, A.B.; Medical College of Georgia, M.D.
- Blalock, Jack H.**, Assistant Professor, Internal Medicine. University of Alabama, A.B.; Tulane University, M.D.
- Blanchard, Thomas W.**, Assistant Professor, Surgery (Urology). The Citadel, B.S.; Medical College of South Carolina, M.D.
- Blevins, Keith S.**, Assistant Clinical Professor, Oral Surgery. Hope College, B.A.; Medical College of Virginia, School of Dentistry, D.D.S.
- Blight, Edward M., Jr.**, Assistant Clinical Professor, Surgery (Urology). The Citadel, B.S.; University of California, M.D.
- Blitch, Pierce G., Jr.**, Associate Clinical Professor, Medicine. Emory University, A.B.; Medical College of Georgia, M.D.
- Bliven, Floyd E., Jr.**, Professor, Surgery. Chief, Orthopedics. University of Rochester, A.B., M.D.
- ***Bockman, Dale E.**, Professor and Chairman, Anatomy. Southwestern Missouri State College, B.S.; Los Angeles State College, M.A.; University of Illinois, Ph.D.
- Boger, Robert S.**, Assistant Professor, Medicine. Amherst College; Harvard, M.D.
- Boineau, John P.**, Professor, Medicine. University of South Carolina, B.S.; Duke University, M.D.
- ***Bond, Gary C.**, Associate Professor, Physiology. University of Kansas, B.S.; University of Kansas Medical Center, Ph.D.
- Botnick, Robert S.**, Associate Clinical Professor, Medicine. Duke University, B.S.; Baylor Medical School, M.D.
- Bowden, Lois A.**, Clinical Instructor, Medical Record Administration. Andrews University, R.R.A.
- Bowden, Talmadge A., Jr.**, Associate Professor, Surgery. University of Georgia, B.S.; Medical College of Georgia, M.D.
- Boyer, Floyd E.**, Clinical Instructor, Respiratory Therapy. Forsyth Technical Institute, A.A.S.
- Boyd, Claud A.**, Clinical Instructor, Dermatology. University of Mississippi, B.S.; University of Miami, M.D.
- Boyd, William S.**, Associate Clinical Professor, Obstetrics and Gynecology. University of Georgia, B.S.; Emory University, M.A., Medical College of Georgia, M.D.
- Bradley, Kathy P.**, Instructor, Occupational Therapy. Medical College of Georgia, B.S.
- Bramblett, Richard M.**, Assistant Clinical Professor, Medical Record Administration. Associate Professor, Health Systems and Information Sciences; Assistant Director for Systems Development, Systems and Computer Services. Georgia Institute of Technology, B.I.E., M.S.I.E., Ph.D.
- Brand, Robert L.**, Clinical Instructor, Surgery (Orthopedics). Emory University, B.A.; Medical College of Georgia, M.D.
- Brandon, Marsha**, Assistant Professor, Adult Nursing. Tift College, B.S.; Medical College of Georgia, M.S.N.
- ***Bransome, Edwin, Jr.**, Professor, Medicine and Endocrinology. Chief of Metabolic and Endocrine Disease. Yale University, A.B.; Columbia University College of Physicians and Surgeons, N.Y., M.D.
- Bridges, Henry B.**, Clinical Instructor, Surgery (Orthopedics). Emory University, A.B.; Medical College of Georgia, M.D.
- Bridges, Mercer T.**, Instructor, Surgery (Orthopedics). Furman University, B.A.; Columbia University, M.A.; Medical College of Georgia, M.D.
- Broadnax, Gary B.**, Instructor, Obstetrics and Gynecology. Mercer University, A.B.; Chicago College of Osteopathic Medicine, D.O.
- Brocato, Simone**, Assistant Clinical Professor, Medicine. Loyola University, B.S.; Tulane University, M.D.
- Brockus, Charles W.**, Assistant Research Scientist, Medicine. University of California, Davis, M.S.
- Bronstein, Edwin S.**, Professor, Obstetrics and Gynecology; Chief, Maternal Health and Family Planning. State University of New York, B.A.; University of California, Berkeley, M.P.H.; Downstate Medical Center of New York, M.D.
- Broome, Marion E.**, Instructor, Maternal Child-Nursing. Medical College of Georgia, B.S.N.; University of South Carolina, M.N.

- Brown, Allen N.**, Assistant Professor, Family Practice. Meharry Medical College, M.D.
- Brown, Deedee H.**, Clinical Instructor, Medical Record Administration. Medical College of Georgia, B.S.
- Brown, James D.**, Assistant Professor, Restorative Dentistry. Tufts University, D.M.D.
- Brown, Jessie O.**, Associate Professor, Associated Dental Sciences and Community Dentistry. University of Alabama, R.D.H.; Medical College of Georgia, B.S.
- Brown, Mark**, Professor, Radiology. Chief, Nuclear Medicine. Medical Director, Radiologic Technology. University of Miami, B.S.; Vanderbilt University, M.D.
- Brown, Stephen W.**, Associate Clinical Professor, Radiology. Louisiana State University, B.S., M.D.
- Brown, Tobie J.**, Clinical Instructor, Medical Technology. University of Massachusetts, B.S.
- Brown, Verna D.**, Clinical Instructor, Medical Record Administration. Medical University of South Carolina, B.S.
- Brown, Walter J., Jr.**, Professor, Medicine (Clinical Pharmacology). Brown University, A.B.; University of Rhode Island, M.S.; Medical College of Georgia, M.D.
- *Brownell, George H.**, Associate Professor, Cell and Molecular Biology. University of Minnesota, B.A.; University of South Dakota, M.A., Ph.D.
- Brownell, Julie P.**, Clinical Instructor, Medical Technology. University of South Dakota, B.A.
- Browning, Larry N.**, Assistant Professor, Restorative Dentistry. Tufts University, D.M.D.; Harvard University, Ed.D.
- Brubaker, Leonard H.**, Professor, Medicine. Duke University, A.B.; Emory University, M.D.
- Brucker, Paul J.**, Professor and Chairman, Medical Illustration, Director of Health Communications. College of William and Mary, A.B.; Indiana University, M.Ed., Ed.D.
- Bruggemann, Linda F.**, Clinical Instructor, Medical Technology. University of Georgia, B.S.; Medical College of Georgia, B.S.
- *Bruno, Susan M.**, Professor and Associate Dean—CE, Nursing. Catholic University, B.S.N.; University of Rochester, M.S.
- Bruns, William L., Jr.**, Clinical Instructor, Obstetrics and Gynecology. University of Georgia, B.S.; Medical College of South Carolina, M.D.
- Bryans, C. Iverson, Jr.**, Professor and Vice-Chairman, Obstetrics and Gynecology. Chief, Section of Obstetrics. University of Georgia, B.S.; Medical College of Georgia, M.D.
- Bryant, Arthur R.**, Clinical Professor, Psychiatry. Boise Junior College, A.A.; University of Utah, B.S., M.S., Ph.D.
- *Bulkacz, Jaime**, Associate Professor, Oral Biology; Assistant Professor, Cell and Molecular Biology. University of Buenos Aires, D.D.S.; University of California, Ph.D.
- Bunn, Gerald T.**, Assistant Professor, Restorative Dentistry. Emory University, D.D.S.
- Burch, Sandra E.**, Assistant Professor, Radiology, and Radiologic Technologies. Emory University, B.S., M.Sc.
- Burdeaux, Billie**, Instructor, Community Dentistry. Baylor University, D.D.S.
- Burgamy, Clyde A.**, Clinical Instructor, Obstetrics and Gynecology. Medical College of Georgia, M.D.
- *Burnett, George W.**, Professor Emeritus (Dentistry). Professor, Cell and Molecular Biology. Texas Technological College, B.A.; University of Texas, M.A.; Washington University, D.D.S.; University of Rochester, Ph.D.
- Burrell, Lenette**, Associate Professor—SONAT, Adult Nursing. Medical College of Georgia, M.S.N.; University of Georgia, Ed.D.
- *Bustos-Valdes, Sergio E.**, Professor, Oral Biology. Assistant Professor, Cell and Molecular Biology. University of Chile, D.D.S.; University of Rochester, Ph.D.
- Butler, Clarence C.**, Associate Professor, Medicine. Vanderbilt University, A.B.; Duke University, M.D.
- Butler, Sharon**, Assistant Professor, Adult Nursing. Medical College of Georgia, B.S.N., M.S.N.
- Button, Constance L.**, Clinical Instructor, Radiologic Technologies. Piedmont College, B.S.

Byne, J. Miller, Jr., Associate Clinical Professor, Medicine. Medical College of Georgia, M.D.

***Byrd, J. Rogers**, Associate Professor, Endocrinology. Wake Forest College, B.S.; University of Michigan, M.A., Ph.D.

Cabaniss, C. Daniel, Assistant Dean, Administration; Associate Professor, Medicine. University of Georgia, B.S.; Medical College of Georgia, M.D.

Caldwell, Joseph L., Jr., Assistant Clinical Professor, Surgery. Medical College of Georgia, M.D.

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